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ABSTRACT

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

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SCECAMP

SYSTEMWIDE CAREER EDUCATION
CLUSTER-BASED ARTICULATED MODEL PROGRAM

A MANUAL FOR REPLICATION
OF A MODEL CAREER EDUCATION PROGRAM

Project SCECAMP
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DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
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For their continued guidance and support of Project SCECAMP, the Center for Career and Occupational Education (CCOE) is indebted to Joyce Cook, Project Director, US Office of Education, and Juanita Ward, Coordinator of the Implementation Unit, CCOE. The project itself was planned, developed and implemented under the excellent leadership of May Fisher and Michael Racanelli, SCECAMP Project Directors.

SCECAMP grew out of the work of hundreds of people in the school, business, labor and community sectors -- people who shared generously of their time and ideas to make the project successful. Special thanks go to Judith Berger, Barbara Greene, David Norflus, and Arthur Ravander, SCECAMP Coordinators who brought this project to completion.

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PREFACE

This manual has been prepared as a supplement to the final report on Project SCECAMP, submitted to the United States Office of Education by the Center for Career and Occupational Education, Division of Educational Planning and Support, New York City Board of Education. The final report itself (Part I) describes the three years of the project's operation, the evaluation of results, the conclusions and recommendations.

A twenty-minute sound/color film essay on SCECAMP, which parallels the content of this manual, is available for loan. Entitled "SCECAMP: A Career Education Program That Works," the film was designed to serve as an overview of the project and, as such, to assist school district administrators in bringing career education concepts to school staff.

Throughout this manual, reference is made to the Implementing Career Education Source Book (a temporary title). This work is currently in experimental form and is undergoing field-testing.

Requests for a copy of the final report, for loan of the film, or for information about the Source Book should be forwarded to: George R. Quarles, Chief Administrator, Center for Career and Occupational Education, New York City Board of Education, 110 Livingston Street, Brooklyn, New York 11201.

INTRODUCTION

SCECAMP, the Systemwide Career Education Cluster-Based Articulated Model Program, functioned as a delivery system for career education in New York City. It was designed and implemented by the Center of Career and Occupational Education (Division of Educational Planning and Support) of the New York City Board of Education. Its goals were:

- to plan, develop and implement all staff development activities operating in conjunction with the Model Program;
- to plan, develop and implement all curriculum products emanating from the Model Program;
- to plan, develop and implement all counseling and support service activities for each Model site;
- to plan, develop and implement the systematic utilization of the community as an instructional resource;
- to disseminate information regarding the Model Program, as well as materials developed, on a borough, city and nation-wide basis; and
- to conduct formative and summative evaluation of all aspects of the SCECAMP project.

"Career maturity" -- a goal of career education -- is a relative term. It is not necessarily achieved at a specific level of schooling. The wide range of individual differences existing among children, as well as among adults, suggests that some practices may be more appropriate with one individual than with another, regardless of chronological age or grade level. Thus it seemed advisable to prepare a unified "how-to" manual covering basic principles and experiences which would benefit supervisors, teachers and counselors working at all levels.

The rationale behind this manual was also based on the Program's goal of dissemination. What better way to disseminate than through a manual which spells out procedures that have been tested, evaluated and found effective? The wealth of experience gained during the project's three years would be of use to people who make decisions within school systems in other locations. It was felt that educators too often fail to share what is working, as well as what is not

working, thus leaving colleagues working in other school systems or in the future to "reinvent the wheel."

In addition to SCECAMP-produced materials, many activity books, developed both with public funds and by publishers of educational materials, were used during the project. We refer to some of these in this manual; others can be found through an ERIC search under Career Education, or through the Office of Career Education, U.S. Office of Education.

Some people claim that "doing changes attitudes." Others claim that attitudes alter ways of doing. Whichever one believes, both opinions imply that activity is as important as theory. Any in-service training -- and much of SCECAMP was delivered through in-service training -- must then provide experiential learning. Subsequently, participants can integrate the new practices into their everyday methods in the most successful manner. Strategies for change in the classroom require giving teachers the opportunity to write plans, to practice, to share with their colleagues, and to receive feedback on their performance. Only then will a true change process take place. Strategies for change in other areas of the school are also needed to provide consistent support to teachers and students and, indeed, are integral to the change process.

With this process manual, we hope to enable others, particularly those in urban areas (large or small) to change their way of doing things, to add new dimensions to their teaching, to make career education an integral part of their practices, and to profit from what we have learned.

BACKGROUND, DEFINITIONS, GOALS & OBJECTIVES

SCECAMP, the Systemwide Career Education Cluster-Based Articulated Model Program, operated during the years 1975-1978. It was a federally funded project (through Part D of the Vocational Education Act), implemented by the Center for Career and Occupational Education (CCOE), Division of Educational Planning and Support, of the Board of Education of the City of New York.

The project's purpose was to develop a model comprehensive career education program (K-college) which would utilize and coordinate pre-existing educational and vocational programs with the resources unique to the particular model site. Tested innovations were to be used and the project planned to build on such earlier New York City programs as the State Project to Implement Career Education, and other CCOE programs such as the Shared Instruction Program, the After School Occupational Skills Program, Cooperative Education, and Implementing Career Education. In addition, the project would articulate with other model programs which relate to and have a significant career education focus.

A brief summary of the goals of SCECAMP seems in order before we describe the procedures which -- we hope -- will be useful to replication efforts by other schools and city school systems throughout the country. SCECAMP's long-range goals included the following:

- providing increased numbers of students, of all ages, with learning and career opportunities, and with the option to become proficient in some occupational skill;
- development of model projects to provide career awareness and orientation programs for elementary and junior high school students;
- correlation of a career cluster emphasis at the secondary level with actual labor needs in the short-term and long-term future;
- curriculum redirection, focusing on reality-based choices and job experience options related to areas where concrete job opportunities are actually available to the well-prepared student; and
- interchange and articulation with post-secondary institutions.

To realize these goals, it was planned that a model site high school would provide the following:

- teacher training which stressed the US Office of Education occupational clusters;
- infusion of academic instruction with career education elements and themes;
- mini career counseling centers;
- cumulative articulation with feeder schools (elementary and junior high), community colleges, four-year colleges, and appropriate graduate institutions; and
- systematic utilization of community resources.

SCECAMP viewed itself as a delivery system for career education. The project was successful in promoting articulation between all school levels. It helped to build links with the world-of-work in the communities surrounding the model schools and elsewhere in New York City; it aided schools in finding exploratory work experiences for students during the school year; and it identified job placements for students during the summer.

In large part, the realization of SCECAMP's goals came about through staff development (in-service teacher education), curriculum development, and counseling and leadership training.

Staff development occurred in individual schools, in district offices, and in college-developed career education courses for teachers. Occupational experiences (e.g., "shadowing") were arranged for teachers at a number of commercial firms, community service and public service agencies, and other organizations.

Curriculum writing for career education was encouraged through staff development workshops and mini curriculum workshops. SCECAMP assisted teachers in preparing materials, coordinated the the development of curriculum publications, and arranged for field-testing of these publications.

SCECAMP contributed to guidance services through staff development, the organization and enrichment of career guidance centers, and publication of a career guidance manual for student use. The program assisted project sites in organizing and improving career centers manned by educational assistants or guidance personnel. At these centers, students received help in assessing their own abilities and interests, and in investigating possible career opportunities. The

coordination of the teaching and guidance functions was an important feature of SCECAMP. Increased training for teachers to include career guidance activities in the classroom contributed much to the realization of this goal. Increased counselor participation in classroom career education activities added a new dimension to school roles.

Additional staff development activities included programs designed to acquaint school administrators with the nature and goals of career education. Workshops were offered to principals, assistant principals and school contact persons. These centered around career education themes and the use of community resources.

All of the foregoing were planned to realize SCECAMP's expressed goals for students:

- increased self-awareness;
- increased competency in basic academic/vocational skills;
- increased awareness of work values;
- increased awareness and knowledge of the world-of work;
- increased competency in career decision-making skills;
- improved work habits;
- improved skills in seeking and obtaining work;
- successful placement; and
- awareness of continuing education opportunities.

A key feature of SCECAMP was the redirection of curriculum materials, infusing experiences in occupational clusters which reflected the resources of the community. Representatives of business and labor within the appropriate cluster areas served as resource persons and advisory personnel for both staff and students. The materials which were developed also served as models for reduction of sex and race stereotypes, to enhance the choice of careers for both minority students and women.

Project SCECAMP was primarily concerned with student outcomes. Thus, all of SCECAMP's efforts were directed toward demonstrating the relevance of subject matter to a student's future life; toward forging the link between school and community; and toward encouraging the student to take advantage

of the many educational options available. It was hoped that such emphasis would produce young citizens who are more ready and better able to make reasoned choices about the next step in their lives.

CAREER EDUCATION: A DISCUSSION

A brief outline of the nature of career education follows, to ensure uniform understanding of the basic terms and concepts used throughout this manual, as well as in the Final Report on SCECAMP.

We know that a "career" is a sequence of positions a person holds during a lifetime. An occupation is only one component of the career. A career is much more than a job -- it relates to all aspects of our lives, to our community, our family, our hobbies, our beliefs, and our values. The thrust of career education is not to train a student for a specific job, but rather to teach the student about the process of career decision-making. Once students understand this process and apply it to information about careers, they will be able to make better career decisions.

Career choices are closely linked to an individual's growth and development (physical, social, emotional and intellectual). As early as 1955, Donald Super (The Psychology of Careers, New York: Harper & Row) suggested that career development parallels personal development, and that the choice of an occupation is influenced by different factors at different ages. During the "growth stage" (from birth to age 14), the child's self-image develops through identification with key figures in the family and at school. Interest in specific occupations arises as social participation increases. As the child becomes better able to understand the factors related to the choice of an occupation, occupational interests become more specific. Through "reality testing," fantasy is conditioned by an appreciation of actual, practical considerations.

The second stage of development is the "exploration" stage (ages 15-24). Here the adolescent or young adult tries out occupational roles in school, during leisure activities, or in part-time or full-time work. At this stage of life, the individual moves from tentative occupational choices into a trial stage. This trial stage enables the young adult to test his choices, discard those which are not satisfying, and move to strengthen those roles which he/she feels most comfortable with.

The importance of social factors in career development and decision-making has been recognized. The home, the school, the community, various special interest groups, as well as such critical influences as socio-economic level and role perception, play important parts in the career decisions of the individual.

To be effective and meaningful, career education must take into account the needs and abilities at each growth stage of the individual. It is in this area that the school can help learners identify their own needs and desires, and help free them from restrictions and prejudices. Schools can provide opportunities for students to examine their values; to understand their social roles; to make the most of their cultural and ethnic backgrounds; and to become aware of the wide variety of career opportunities in the overall world-of-work. Thus career education teaches an approach to the processing and integration of learning experiences and information in order to increase the career options of all students.

DESIGN FOR REPLICATION

A Note to the School Administrator and Career Education Practitioner

This manual was written for you, the educational decision-maker and implementer. It is designed to provide a systematic, structured approach to a career education program. It emphasizes how a career education program should be planned, initiated, developed, disseminated and evaluated. Further, it provides a step-by-step analysis of ways to achieve the objectives of career education, and it highlights the developmental and sequential aspects of a model career education program which have relevance for all school settings.

The process outlined is applicable to large urban settings such as those in New York City, Chicago, Philadelphia, San Francisco, and Detroit. It is equally valid, however, for other, smaller school systems.

The format of this manual allows implementers to add activities appropriate to the needs of a particular site. As samples of these are developed and added to each section, the school district is recording the history of its program and at the same time developing its own manual for replication.

Definitions

Throughout this manual, reference is made to "project center staff" and "school model site staff." Project center staff are those persons from the school district office assigned responsibility for organizing and implementing the program. (Under SCECAMP, the staff consisted of a Project Director and Coordinators of Staff Development, Guidance and Curriculum.) Model site staff are those persons from the cooperating schools whose responsibility it is to facilitate the program at the school.

* * * * *

The following sections offer detailed discussions of the replication process specific to the following areas: (1) Site Selection and Development; (2) Staff Development and Training; (3) Curriculum Planning; (4) Guidance and Support Services; (5) Community Resources; (6) Dissemination; and (7) Evaluation.

1. SITE SELECTION & DEVELOPMENT

1.1 GOALS

The processes of site selection and development are crucial to the achievement of the overall goals of a model career education program. Since the success of the model program advocated in this manual depends upon many factors related to the location of sites, careful attention should be given to this task. In essence, the processes of site selection and development should be designed to implement the goals of the model program, which are related to the systematic delivery of career education services on a system-wide basis at all school levels.

1.2 IMPLEMENTATION STRATEGIES

In the early stages of site selection, the project center (usually a school district office) should conduct a survey of the entire geographic area of the school system to be served. The information to be gathered through this survey would include the identification of receptive administrators, of recruitable personnel, and determination of existing programs with career-oriented goals and curricula.

It is important for project organizers to familiarize themselves with the system's protocol, in order to gain opportunities to make presentations of the career education packages in forums where approval and support will be generated and will grow. At the outset, each staff member from the project center should be regarded as an emissary for the program and, as such, should be conversant and knowledgeable concerning all aspects of the model career education program.

During the initial stage of the program, it is recommended that detailed and specific steps be taken to locate each model site. For example, the data gathered from the surveys should be tallied and analyzed. The most likely prospects from among the eligible individual schools, districts, townships, or boroughs should be scrutinized in a more refined screening process.

While we recognize that each school system will develop its own criteria, we strongly recommend that two standards for eligibility should be given high priority. These criteria relate to (a) evidence of ongoing feeding patterns from elementary schools through post-secondary institutions, and (b) willingness and ability of the schools to offer a

mixture of awareness, exploration, and preparation experiences based on the US Office of Education occupational cluster model. (See p. 50ff. for a description of the USOE occupational clusters.)

It has already been mentioned that the model career education program is cluster-based. Therefore, data gathered concerning the presence and potential for cooperation of business, labor and community organizations should be considered as important factors in site selection.

Selection of the clusters to be emphasized at the model site usually takes into consideration (a) the potential for cooperation mentioned above, (b) other school programs which can be readily woven into the overall model program, and (c) agreement between the different school levels as to which clusters would be most appropriate.

In addition to identifying the clusters to be emphasized, the needs of a particular model site also determine the number of clusters to be developed. Whether it be one or five clusters, joint examination of survey results represents the only practical means for making such a decision.

When sufficient data have been analyzed and screened, negotiations by telephone and letter should be initiated with appropriate decision-making persons or bodies (school superintendents, school boards) in order that presentations concerning the prototype career education program can be made. Based on the responses to these presentations, the selection process can enter its next stage.

1.2.1 The "Gradual Approach"

A gradual approach should be used in implementing and spreading the model. For example, it is suggested that a three-phased operation, spread over a three-year period, be introduced. During this three-year period, three to five model sites should be established which represent all school levels (K-college), as well as all divisions of the major geographic area (boroughs, townships, counties). Site selection and development may thus evolve in the following way:

Year 1/Phase 1 - establishment of Model Site A in the most favorable environment of the entire geographic area

Year 2/Phase 2 - continuation of Model Site A; introduction of the model program to a second Model Site B

Year 3/Phase 3 - continuation of Model Sites A and B; introduction of the model program to a third Model Site C.

1.2.2 Articulation

A basic concept of this model career education program is that it is articulated. "Articulation" refers to the implementation of a program which provides a smooth transition from grade to grade and from level to level, beginning in kindergarten and extending through post-secondary education. As means for realizing this goal, site selection and site development are crucial elements. Consistent with this major goal, therefore, a model site should consist of one or more elementary schools, intermediate schools, high schools, and college-level institutions. Both public and non-public schools should be included.

1.2.3 Teamwork

Another determinant used in finalizing site selection should be the evidence of teamwork and potential for staff cooperation. If career education activities and programs have been previously attempted, or continue to exist at a potential model site, these past efforts should be assessed. Of particular relevance are evidence of staff cooperation through shared activities and techniques, as well as demonstrations of commitment through the use of career education lessons.

Teamwork is an essential ingredient for the success of a model program. A team approach should be introduced to the site development process (or encouraged where it already exists). Site teams should be developed which are comprised of representatives from education (administrators, guidance counselors, teachers, librarians, para-professionals), community business, labor and industrial groups, parent associations, and student organizations. Through the involvement of individuals and groups from diverse and varied backgrounds, and with different interests, needs and competencies, the basic goals and objectives related to the development of a systemwide, cluster-based articulated model should become more realizable.

The school administrator, in consultation with the project center staff, has responsibility for developing this team and appointing its leader. This leader usually serves as the liaison with the project center.

* * * * *

In order to underscore and reinforce the above rationale, which advocates systematic, organized, and careful exploration, strategic placement, and gradual, phased operation of sites, a recapitulation of the process is presented below in step-by-step form.

Site Selection

(1) Survey all schools in the chosen geographic area (e.g., borough or district) to obtain demographic data; analyze these data for a variety of factors (past and/or present career education efforts, staff participation in district in-service courses, innovative administrators, etc.)

(2) Identify the system's decision-making persons or bodies (school superintendents, school boards, high school principals) and meet with them to present the philosophy, goals and program of the career education model.

(3) Review responses from interested school boards, district superintendents, or high school principals who expressed willingness to give career education top priority and participate in the program; check these responses against the two criteria for site selection described previously (evidence of ongoing feeder patterns; willingness and capabilities to offer awareness, exploration and preparation experiences based on USOE occupational cluster model).

(4) Present the model career education program to one high school principal and his/her administrative assistants.

(5) Obtain administrative approval to make a presentation to the high school faculty at a subsequent faculty conference (printed materials and visuals are especially valuable at such presentations).

(6) Finalize the site selection process through negotiations with the chosen high school.

It should be noted that throughout the process of site selection, the project center staff assumes leadership in initiating, implementing, and following through on the recommended steps. It is vital for the future of the model program that responsibility for site selection rest in the hands of administrators who are knowledgeable about the model program and skillful in the area of public relations.

As the process of site development proceeds from one stage to another, project center staff and model site staff become joint sponsors of the model career education program. It is recommended that early meetings deal with the delineation and definition of needs, responsibilities, duties, functions, goals, and expectations of the personnel involved in this cooperative venture. Of course, these should reflect the stated goals of the program.

As the career education model becomes more entrenched at the site, project center staff can assume, to a greater and greater degree, the functions of facilitators, liaisons, and providers of technical assistance and resource materials. Model site staff would in turn fulfill the duties of administrators, supervisors, and operators of the career education program. (Further discussion of the changing role of project center staff is provided in sections entitled "Staff Development and Training" and "Curriculum Planning," pp. 18ff. and 43ff.)

The career education program, although consistent with the basic goals and objectives of the model, will possess unique qualities at each model site in accordance with the special needs, interests, abilities and values of its staff, students and community. This fact is reflected in the following recommended steps.

Site Development

(1) Assign one of the project center staff as a liaison person to the model site and delineate his/her duties.

(2) Review school projects and priorities, goals, projected activities, time schedules, and responsibilities as a joint activity shared by the project center's liaison person and school administrators at the model site.

(3) Allocate project resource materials and/or project funds for resource materials to the model site based on the individual needs determined by model site staff.

(4) Present the plan and recruit for staff development and training workshops. Project center staff should accept responsibility for preparing workshop content and providing workshop leaders to conduct in-service courses.

(5) Select occupational clusters for the model site from those of the USOE model. Develop and refine the career education curriculum to meet the needs of the model site.

(6) Identify members of the model site team consistent with the goal of fostering teamwork.

(7) Initiate a system for utilization of guidance and support resources (e.g., librarians, school social workers, guidance paraprofessionals). (See "Guidance and Support Services," p. 63ff.)

(8) Spread the model within and outside the model site. (See section on "Dissemination," p. 87ff.)

(9) Enlist the assistance of businesses, unions, and community organizations. (The career education model supports the principle of cooperation between the school and the world-of-work. For further discussion of this principle, see the section "Community Resources," p. 79ff.)

(10) Utilize the existing career-related resources of other bureaus and divisions of the school system in order to increase the reservoir of activities, techniques, and resource materials available.

(11) Expand the model to include post-secondary institutions. Project center staff should take the initiative in this direction in response to participant interest in obtaining college credit. A fully articulated model requires the participation of post-secondary institutions in providing a continuity of courses for students based upon the clusters emphasized.

(12) Evaluate the career education program on an ongoing basis, through summative and formative means, in order to determine the quality and effectiveness of the model. (See the "Evaluation" section, p. 95ff.)

1.3 EXPECTED OUTCOMES

Through careful and strategic exercise of the functions involved in site selection and development, the model career education program can expect to realize the following outcomes:

- gradual expansion of the model program to three or more sites;
- broadening and strengthening of the positive aspects of earlier programs through the selection of model sites which had previous experiences with career education programs and activities;

- development of a grade-to-grade and level-to-level articulated model for the delivery of career education services, by selecting sites with potential for this K-college educational process;
- promotion of the occupational cluster concept;
- involvement of representatives from labor, business/industry, community groups, student organizations, school staff, and parent associations in a team process by choosing model sites with evidence of potential for such cooperation; and
- introduction of a comprehensive career education model to a school system by selecting sites which (a) provide a high level of participation in staff development and training activities, and (b) offer opportunities for dissemination both within and outside the chosen setting.

1.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's site selection/development component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Are site selection and site development goals and criteria clear and well-defined?		
b. Has a survey been conducted to gather data concerning all prospective articulating schools with regard to:		
i. past and present career ed. experiences?		
ii. level of participation in staff development & training programs in career education?		
iii. level of participation in all staff development and training programs?		
iv. potential for teamwork among staff members?		
v. existence of an ongoing feeder pattern?		
vi. evidence of clusters appropriate to all school levels?		

	Yes	No
c. Have exploratory meetings been planned with:		
i. system administration & school board?		
ii. school principal and assistants?		
iii. school faculty?		
iv. principals of articulating schools?		
d. Has a liaison person from the project center staff been selected to cooperate with model site staff?		
e. Are the duties of this liaison person set forth in a job description?		
f. Are guidance and support services available at the prospective site?		
g. Are there possibilities for expanding and disseminating information about the model based on the selection of the model site?		
h. Is there potential for links with business, labor and community organizations?		
i. Will there be opportunities to use a consortium approach with post-secondary institutions?		
j. Has evaluation of the model site been included in both summative and formative forms?		

2. STAFF DEVELOPMENT & TRAINING

2.1 GOALS

The goal of staff development and training involves the planning, development and implementation of all staff development activities operating in conjunction with the model program. Corresponding objectives, based on this primary goal, include the following.

i. to institutionalize career education through the structure of the school itself.

ii. to involve teachers, administrators, counselors and support personnel.

iii. to initiate and conduct staff training workshops and seminars which will provide participants with knowledge and skills related to career education philosophy, goals, activities, and techniques.

iv. to make career education resource materials and facilities from other existing programs available to model site participants.

v. to foster the concept of the mini-counseling center and the resource room at the model site.

vi. to integrate the principles of career awareness, career exploration, and career preparation as themes which should be used in designing student outcomes.

vii. to increase awareness of the need to expand career options for women and minorities and to require, through lesson content, a demonstration of staff commitment to this aim.

viii. to present and demonstrate lessons in career education which are both cognitive (informational) and affective (values-oriented), as well as infused with career education elements and cluster-based.

ix. to introduce a three-dimensional approach to career education, based on the theory that career choices represent an amalgam of student interests, abilities and values.

x. to promote the idea that teaching staff and support services personnel (primarily guidance) are joint sponsors of career education lessons.

xi. to assist trainees in the use of business, labor and community resources as components of career exploration.

xii. to provide information on, and encourage the use of sources related to current and future occupational opportunities and data.

xiii. to promote and assist in the planning and staging of special career-education events.

xiv. to arrange college credit courses and graduate degree opportunities for interested staff.

xv. to demonstrate and promote dissemination practices related to career education techniques and activities.

xvi. to promote the use of evaluative instruments and devices for measuring cognitive and affective results.

The objectives for staff development and training, as outlined above, are clear and well-defined. Some means by which these objectives can be accomplished are discussed below.

2.2 IMPLEMENTATION STRATEGIES

The goals established for the staff development and training component of the model career education program should be based on the needs of prospective workshop participants, as well as on those of the overall project. Although a plan to introduce a model program on a system-wide basis may be received with enthusiasm, there may be insufficient school staff and personnel with the knowledge, training and skills to train their peers or to effect overall career education goals. A need therefore exists to provide training which will increase staff awareness of current movements in career education, and to enhance staff skills such that new ideas can be implemented in the classroom, in the guidance office, and in administrative activities.

The model program will require a cadre of trained personnel who have an understanding of career education concepts and principles, a knowledge of occupational information and resource materials, a repertoire of career education techniques and skills, and a commitment to innovations in career education. In addition to such expanded knowledge, skills and behavior, individual staff members must also

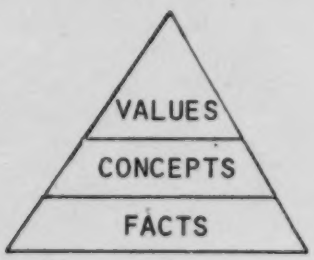
realize that changes will permeate all aspects of the model site. In this way, career education will become school-wide and programmatic.

The underlying philosophy of staff development and training in a model program is based on many constructs, among which are "values clarification," "infusion," "career education elements," and the use of "occupational clusters." These philosophical constructs, which influence the development of the career education curriculum, are briefly discussed below, since they determine the content and format of staff development/training efforts. Further discussion of these and other philosophical constructs related to a model career education program will be found in the "Curriculum Planning" section of this manual (p. 43ff.).

2.2.1 Conceptual Strategies

VALUES CLARIFICATION By learning and applying the theory, activities and strategies related to values clarification, teachers, guidance counselors, administrators, and other staff members will discover ways of making the classroom, the guidance office, the administrative conference, and other school activities more responsive and relevant to a changing world-of-work.

Orientation to values clarification involves a three-level approach, as presented in the figure below (taken from Harmin, Merrill et al., Clarifying Values Through Subject Matter [Minneapolis: Winston Press, 1973], p. 25).



The traditional approach to education involves facts and concepts. This three-level approach adds the values level, where subject matter is related to the student's life, interests, attitudes, concerns, feelings and behavior.

Louis E. Raths, in Values and Teaching (Columbus: Charles E. Merrill Publishing Co., 1966), presents a "valuing" system based on three processes -- choosing, prizing and acting. According to Raths, the aspect of choosing freely from among alternatives, after serious con-

sideration of risks and consequences, is essential to the process of prizing one's beliefs and behaviors and, ultimately, acting on one's beliefs.

The correlation between the generalized process described above and the specialized process of career choice is clear. The model career education program recommends that concepts and skills be taught to students in order for them to apply personal values to career decisions. In the model career education program, the teaching and counseling component is viewed as three-dimensional -- comprised of student interests, abilities and values.

Workshops and courses organized for staff development and training should consist of didactic and experiential activities which are both cognitive (informational) and affective (values-oriented). Two examples of values clarification exercises, which are used as experiential activities for participants in staff development and training workshops and courses, are presented on pages 37-38. Following each experiential activity, workshop participants should discuss the developmental level of the student population to which it is most relevant.

INFUSION The model career education program recognizes career education objectives as part of the curriculum. Infusion describes a curriculum development concept which integrates career education objectives and content with traditional academic goals and content.

The process of infusion requires that the teacher enrich the subject matter with a career education dimension. This dimension consists of career education elements and occupational clusters which are an integral part of the lesson, not an "add-on" or separate body of knowledge. In a model program, these career development concepts should be infused into all areas of the curriculum, for all learners, on a developmental and sequential basis. (More detailed information on infusion may be found under the section dealing with curriculum, pp. 51-52.)

An example of infusing career education objectives into social studies goals for grades 3-5 is offered on pages 39-40.

CAREER EDUCATION ELEMENTS The conceptual framework of the model career education program receives its structure from eight central "elements": self-awareness, educational awareness, career awareness, economic awareness, beginning competency, employability

skills, attitudes & appreciation, and decision making. These eight elements are tied to eight corresponding outcomes for career development. (See p. 43 for a more detailed discussion on this point.)

OCCUPATIONAL CLUSTERS — The occupational "cluster" concept, which involves grouping occupations into convenient categories, allows the student to explore and experience occupations as they exist in the world-of-work. The cluster approach puts the total number of occupations into a manageable and usable framework. The model career education program described in this manual utilizes the 15 occupational clusters identified by the US Office of Education (Bureau of Adult, Vocational and Technical Education). (See p. 50 for additional information on the USOE clusters.)

2.2.2 Specific Strategies

The strategies recommended for the model career education program are presented below in the same order as the objectives discussed in the previous pages.

i. In order to achieve the goal of institutionalizing career education through the structure of the school itself, several strategies should be used. For example, it is recommended that a staff development coordinator be appointed as one of the project center's top administrators, and that this coordinator function at the model site as liaison and facilitator for staff development and training activities.

   In addition, it is suggested that the principal of the model site school designate a liaison from among on-site staff members. The primary duties of this position should be administrative -- coordinating, monitoring, and overseeing all ongoing program activities at the model site. This person should have experience in the duties outlined, and should be knowledgeable of current career education ideas. Above all, this person should possess the qualities of patience, flexibility and persuasion.

   Another approach which is valuable in implementing this objective is the development of a career education leadership team at the model site. This team should be comprised of staff members from all departments within the school -- teachers, administrators and guidance and library personnel.

This leadership team, which should also include the project center's coordinator and on-site liaison, should (a) identify staff members with previous career education training, (b) establish contacts with business and labor, and (c) conduct orientation sessions for supervisors. The on-site liaison and the leadership team should work closely with the project center's coordinators (for guidance, staff development and curriculum) to ensure continued high quality of the program.

ii. It is very important that all types of personnel, representative of the range and diversity of disciplines, be involved in the staff development and training program. For example, staff training should be designed to include special education personnel. Representatives of the occupational clusters should be oriented to career education concepts, principles and procedures. Cluster representatives should be responsible, in turn, for orienting teachers to clusters and providing teachers and counselors with meaningful internships in relevant cluster areas. Guidance counselors, department chairpersons, teachers, and all others must be recruited for training in a variety of educational modules if a pervasive and programmatic objective is to be realized.

It is also recommended that goals, time-lines, and responsibilities established for on-site personnel (for implementation of the staff development and training component, as well as for all other aspects of the model program) represent a cooperative venture requiring an "investment of self." Since the principle of "peers teaching peers" applies to adults as well as to youth, the staff development/training program should provide for staff members teaching other staff members as an effective tool to promote learning.

iii. At this point, it might be helpful for the replicator to review the material set forth on pp. 21-23 concerning the philosophical concepts underlying model career education programs (i.e., values clarification, infusion, career education elements and occupational clusters). We should also note here that a complete curriculum for staff development and training, which reflects these career development principles, is to be found in the Implementing Career Education Source Book referred to earlier. This work provides both theory and lesson plans for in-service staff development/training courses in career development.

The model program involves sub-objectives within the overall objective of initiating and conducting staff training workshops and seminars. These include the following.

- providing an overview of career education (definition, concepts, history, goals)
- identifying current career education problems faced by students
- defining the elements and themes of career education
- defining the concept of occupational clusters and offering training in at least five of same
- infusing at least 50% of academic instruction with career education concepts
- identifying community resources to be utilized in conjunction with career education infused lessons, and promoting the systematic use of the community as an instructional resource
- providing teachers with "hands-on" experience in occupations relevant to the five occupational clusters being emphasized
- orienting teachers to alternative programs/ facilities (for example, in New York City, the Shared Instruction Program, Cooperative Education, the After School Occupational Skills Program, the Executive Internship Program, Satellite Academies)
- working with teachers in designing and conducting career cluster days
- coordinating all staff development activities for guidance personnel
- coordinating ongoing career education experiences relevant to the five occupational clusters (seminars, career days, internships, special events)

Staff Development Activities

It is recommended that staff development activities be flexible and creative, featuring variations in design, format, and scheduling. Such activities must be consistent with the needs of, and time

available to participants. The SCECAMP project found the following modules most effective:

a. general workshops of 30 hours;
b. guidance workshops;
c. mini-workshops in curriculum development.

a. General Workshops. A "general" workshop is effective for disseminating career education information and for training school personnel in the techniques and skills of career development. There can be several variations as to the makeup of the participants in general workshops. The most common arrangement is to offer two series of workshops, one for teachers at the model site high school and the other for elementary and junior high school teachers from schools which act as "feeders" for the model site high school. This division, based on the developmental levels of the student populations, is recommended as the most effective training model for implementing a sequential and articulated program.

a-1. High School Workshops. The high school career education workshop series should be designed to accomplish five goals. These goals are described in terms of expected teacher outcomes. It is expected that participating teachers will develop or gain:

- an overview of the rationale, goals, principles and needs associated with career education;
- an overview of the USOE occupational clustering system;
- an understanding of career education elements and themes, as well as the cluster-based infusion process;
- an understanding of the use of community resources based upon occupational clusters; and
- an ability to reorient existing course materials to include cluster-based career education learning activities.

A typical schedule for a workshop series would include after-school hours (e.g., two afternoons per week for four weeks at the high school facility), and all-day Saturday sessions held at a local university. Another 30-hour training module might run for five consecutive Saturdays (SCECAMP sessions were of five hours duration), with a sixth session

(also of five hours) scheduled several weeks later to allow for feedback to the project center's coordinating staff. Mini general workshops of less than 30 hours would be scheduled according to the subject areas, needs and convenience of the participants.

It is recommended that workshop sessions be divided into four segments:

- introductory material (e.g., responses by members of the project center staff to questions and concerns raised at a previous session, goals or procedures for the current session, and announcements related to other project center activities or relevant career education programs);
- presentations by guest speakers or consultants (e.g., staff from other city high schools with noteworthy career education experience; members of the school system's central headquarters with responsibility for programs related to career development; representatives of the labor and business communities);
- small-group activities (e.g., participants divided into groups according to subject area to work on lesson plans or units -- which include at least one career education element, and which are constructed in accordance with the model lesson plan form -- see the section on "Curriculum Planning").
- feedback and planning (e.g., sharing and reacting to work completed in small groups; a brief presentation of the agenda for the next session; distribution of resource materials for future use).

A sample agenda for workshop sessions is presented on page 41.

a-2. Elementary and Junior High School Workshops. General workshop activities should be repeated for participants from schools which "feed" the model site high school. Although in general, the areas covered in this workshop series should be identical to those of the high school series, some essential differences, based on the developmental level of the student population, should be allowed for. For example, the elementary-junior high component might include a greater number of simula-

tion and role-play activities. And since curriculum on the elementary school level is organized by grade, opportunities for grade level curriculum writing activities which stress innovative teaching methods should be provided.

Alternatively, all school levels might be represented at the general workshops. In this case, the basics of career education would be stressed and articulation between school levels would represent a featured part of the training.

b. Guidance Workshops. Guidance workshops should be conducted through the leadership, cooperation and facilitation of the project center's guidance coordinator. The basic purpose of this training should be to offer workshops in career education with special emphasis on cluster-based, infused curricula. Specific objectives for guidance workshops, related to the general purpose of staff development and training, should include the following:

- to provide training in career guidance strategies, enhance vocational counseling techniques, and present vocational development theory relevant to all youth. For personnel who work with youth with special needs (e.g., urban youth, bilingual students, special education students), units which respond to the uniqueness of the student population should be included.

- to emphasize the affective elements of career education (e.g., values orientation in choice-making and decision-making, self-awareness).

- to demonstrate a variety of guidance techniques (e.g., autobiography, role playing, test interpretation, questionnaires, checklists, inventories).

- to provide "hands-on" experiences with selected vocational interest tests (Strong Vocational Interest Blank, Ohio Vocational Interest Schedule, Holland's Self-Directed Search, Kuder General Interest Survey).

- to introduce a diverse sampling of multi-media materials for examination and evaluation (filmstrips, films, books, pamphlets, kits, games, cassettes).

- to offer guidelines for (a) establishing a career resource center, and (b) ongoing purchase of resource materials. (See the section on "Guidance and Support Services," p. 63ff.)

- to provide information on other career-oriented programs and services connected to the school system.

- to arrange visits to business, labor and community sites and to promote the concept of the community as a school resource.

Career guidance training should take two forms: general training in career education for teachers, and workshops in career guidance for guidance personnel only. The first form has already been described in this section. The second form should include topics such as the role of the guidance counselor in career education, special education options in the schools, and vocational counseling for urban youth, farm youth, youth in industrial areas, suburban youth, etc. (A sample agenda for a training session for guidance personnel is presented on page 42.)

If no experienced career education counselor is available, a career education consultant might be employed by the project center for the guidance workshops, as well as the general workshops. This consultant should design, organize and conduct the workshop sessions. In addition, the consultant might continue to function as a resource person for the model sites throughout the school year.

c. Mini Workshops in Curriculum Development. Such mini-workshops should take the form of meetings between project center personnel and a small number of interested school staff members. Scheduling and content should be based on the needs of the latter group. These school staff members would be selected from those who attended the 30-hours of training and who demonstrated talent for curriculum writing. (Their inclusion in the mini workshops is also dependent upon the approval of the school administrators.)

Participants should work on curriculum projects relevant to their subject or interest areas, utilizing the project center's human and material resources. One aim should be to cover as many

goals and subject areas as possible. All mini-workshops should be arranged and coordinated under the leadership of the project center's curriculum coordinator.

iv. Career education resource materials and facilities of other existing programs should be made available to model site participants. For example, manuals prepared by other districts, plus the facilities of centralized guidance bureaus and state departments of education, should be utilized.

Throughout the staff development and training sessions, time should be devoted to:

- identifying appropriate resource materials such as films, student workbooks, and audio-visual classroom aids;
- developing lists of (a) resource persons to be invited as speakers, (b) sites for field trips, and (c) programs featuring career education orientation, both within and outside the school system;
- demonstrating pre-packaged and participant-developed career education resource materials;
- promoting the concept of a multi-media instructional approach to career education; and
- reviewing materials for possible race and sex role stereotyping.

v. The need for a mini-counseling center and a resource center should be stressed. Counseling personnel at each model site should receive orientation to training for, and assistance with the development of a mini counseling center, which would provide testing, counseling, placement and follow-up services. Guidance workshop participants should be given opportunities for on-site research of testing instruments and source materials suitable for inclusion in the resource room.

It is recommended that the mini career education counseling center be housed in the career resource room so that a full range of career information and counseling services are offered in a single location. It is also recommended that all career guidance activities emanate from this center.

(For further discussion of mini counseling centers and career resource rooms, the reader is referred to the "Guidance and Support Services" section of this manual, pp. 66-69.)

vi. Participants should learn to integrate the principles of career awareness, career exploration, and career preparation into the designing of student outcomes. Lesson plans should be written and multi-media resources sought, which incorporate these principles. Awareness is primarily associated with elementary grades, exploration with junior high school, and preparation with senior high.

The agenda for a guidance counseling training session (p. 42) features a values clarification approach to career awareness, career exploration and career preparation. At such a training session, values clarification skills, activities, techniques, and theory should be explained and demonstrated in terms of their relationship to career choices and decision making. Participants should become more aware of, and sensitive to their own value systems. They must also recognize the effects of their values on their own personal choices and decision.

vii. Career education is designed to expand opportunities for all students. However, special efforts should be made to increase awareness of the need to expand career options for women and minorities. The content of lesson plans should be used as the vehicle by which staff can demonstrate commitment in this area.

It is recommended that workshop participants be given opportunities to examine and to actually write lesson plans which are free of religious, racist and sexist bias. In addition, it is suggested that workshop participants be required to analyze the effects of sexism and racism on career options, and to evaluate commercial and non-commercial materials from this viewpoint.

viii. Workshop participants should learn to introduce classroom experiences centering around career education themes into both guidance and instruction. Lessons in career education which emphasize both the cognitive and affective aspects of the learning process should be presented, analyzed, developed, written, and applied.

ix. Based on the theory that job success and job satisfaction represent more than the sum of interests and abilities, a three-dimensional approach to career education (as presented on p. 21) should be employed. The concepts and skills needed to apply personal values to career decisions should be studied in training sessions on both the informational and experiential levels. Activities and techniques which add "values" as a third dimension to career choice should be provided.

x. The workshops must promote cooperation between teaching staff and guidance personnel (as well as support staff such as librarians and school social workers) as joint sponsors of career education. Participants should study and develop means of improving interdisciplinary cooperation (e.g., use of resource materials, invitations to speakers, joint presentations in assemblies and in the classroom).

xi. It is essential that business, labor and community organizations, and their personnel, be considered as integral parts of the career education program. Trainees should learn how to utilize local organizations in the form of on- and off-site speakers, sites for field trips, and in other ways, in order to promote the goal of career exploration for students.

xii. Information should be provided concerning sources of current and future occupational opportunities and data (e.g., government publications such as the Occupational Handbook, Occupational Outlook, Dictionary of Occupational Titles). Workshops must emphasize the importance of basing classroom lessons, field experiences, and resource materials on accurate job information for both the present and the future. Governmental agencies, such as the US Bureau of Labor Statistics and Women's Bureau, should be cited as sources of free or inexpensive materials. These materials offer analysis and projections of occupational trends.

xiii. It is important that participants be encouraged to plan, develop and conduct special events (e.g., career days, cluster weeks, career fairs), not as "one-shot" affairs but as integral parts of the career education program. Follow-up activities conducted on an ongoing basis should be considered. Such career events should offer variety (ranging from in-class guest speakers or school-wide art contests to a district-wide career fair).

xiv. Workshop trainees often wish to gain in-service credit for purposes of salary increments, or to obtain college credit toward a degree, as a result of participation in a career education program.

Project center personnel should negotiate with the appropriate accrediting bodies toward this end. For example, the New York City Board of Education accepted the in-service "Implementing Career Education" course for salary increment credit. In addition, negotiations with admissions officers and deans at various local colleges and universities were conducted to arrange college and degree credit (M.S., M.A.) for this course under the specialization entitled "Career Education Curriculum Development." The possibility of obtaining some form of "credit" for participants facilitates recruitment and increases the legitimacy and importance of the model program from a public relations point of view.

xv. Staff training participants should be urged to disseminate information concerning the career education techniques and activities which they experience. Dissemination may take many forms, including class newspapers, articles in school newspapers, presentations at faculty conferences, career education bulletin boards, and library exhibits. The more effective the process of dissemination, the more likely (and the more quickly) the model career education program will spread throughout the school system. (For a more complete discussion of this process, see the "Dissemination" section of this manual, pp. 90-92.)

xvi. Workshops should stress the importance of evaluative instruments and devices for measuring cognitive and affective student results. Ongoing evaluation instruments, such as questionnaires and checklists, should be utilized throughout the training sessions, as devices to demonstrate the value of the process and to measure the quality and effectiveness of the program. (Further discussion and sample forms are presented in the "Evaluation" section of this manual, p. 95ff.)

2.3 EXPECTED OUTCOMES

Workshop sessions should be designed to (a) improve positive attitudes toward career education and (b) increase

skills in career development. After 30 hours of training, participants should be able to:

- list five goals of career education
- name the eight elements of career education
- explain the use of the 32 themes in career education lessons
- explain the occupational cluster concept (as exemplified by the USOE model)
- write a lesson plan reflecting the steps of infusion, as applied to their disciplines
- demonstrate the fusion of academic and career-oriented subject matter around five occupational clusters through lesson plan content
- fuse guidance and instruction into classroom experiences
- demonstrate the fusion of academic and career-oriented subject matter around occupational clusters through lesson plan content
- explain and apply the decision-making and values-clarification principles as they apply to classroom lessons on career decision making
- demonstrate awareness of ways in which racism and sexism affect career options, and evaluate commercial and non-commercial materials from this viewpoint
- use career education support services and existing facilities in developing materials and lessons
- list and explain the nature of alternative educational settings which correspond to selected occupational clusters (for example, in New York City, Cooperative Education, the Shared Instruction Program, etc.)

2.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's staff development and training component. The more "yes" answers

applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Are goals for staff development and training clear and measurable?		
b. Is there a well-developed and relevant career education curriculum?		
c. Is the career education curriculum based on sound principles (infusion, the cluster concept, career education elements, values clarification)?		
d. Have consultants been hired to conduct the training?		
e. Are opportunities provided for participants to work within a variety of formats (large groups, small groups, as individuals)?		
f. Are "hands-on" experiences included in the training activities?		
g. Are both cognitive and affective experiences included?		
h. Are participants required to demonstrate their acquired knowledge of the concepts, goals, and techniques of career education through lesson plan content?		
i. Are resource materials used to supplement the curriculum content?		
j. Are all types of staff included in the training?		
k. Do participants receive training in setting up a mini counseling center and a resource room?		
l. Do the lessons written at the workshops include approaches and techniques which can be used in decreasing racism and sexism as they affect career choices made by students?		
m. Are participants trained to integrate the principles of career exploration, awareness, and preparation in their design for student outcomes?		
n. Are participants trained to work in a cooperative fashion (e.g., the team approach, the teaching/guidance relationship)?		

	Yes	No
o. Are participants taught the use of business, labor and community organizations as institutional resources?		
p. Are participants given assistance with plans to conduct special events?		
q. Are opportunities provided for participants who desire in-service or college credit?		
r. Are dissemination practices discussed?		
s. Is evaluation included in the design?		

VALUES CLARIFICATION EXERCISE

Our values play an important part in determining the goals we set for ourselves. One of the most important goals in life involves the choice of a job or career. Decisions about the kind of job we want are based on our values.

Directions: Check which of the following are: a) Very Important; b) Somewhat Important; c) Not Important.

VALUE	Very Important	Somewhat Important	Not Important	VALUE	Very Important	Somewhat Important	Not Important
Fame				Rewards			
Money				Solitude			
Love				Family Life			
Good Health				Power			
Self-Knowledge				Self-Esteem			
Understanding Others				Self-Preservation			
Adventure				Prestige			
Success				Welfare of Others			
Security				Popularity			
Leadership				Excitement			
Long Life				Service to Others			
Pleasure				Inner Satisfaction			

1. Note which values you rated as very important, and which you rated as not important.
2. For each "very important" value, name a job you might be happy doing. (For example, fame - professional athlete.)
3. Can you name a job where all of your important values would be satisfied?
4. In a small group or in class, brainstorm all the jobs you can think of that go with each of the values.

VALUES CLARIFICATION EXERCISE

Dollar and Sense Values

Suppose you set salaries in your community according to what you thought various jobs deserved for compensation. On a scale from 1 to 15, rank each of the following in salary according to the service they provide, the lowest being "1" and the highest "15."

a. ____ bus driver
b. ____ manager, supermarket
c. ____ police officer
d. ____ mail carrier
e. ____ firefighter
f. ____ electrician
g. ____ medical doctor
h. ____ TV repairman
i. ____ sales clerk
j. ____ plumber
k. ____ minister/priest/rabbi
l. ____ sanitation worker
m. ____ file clerk
n. ____ school teacher
o. ____ flight attendant

Discussion: Justify your salary scale in terms of your own values. Why did you rate one job higher than another?

From this activity, I learned the following about my values:

_____

_____

_____

_____

_____

SAMPLE SOCIAL STUDIES UNITS,
INFUSED WITH CAREER EDUCATION OBJECTIVES*

Unit: How People Live and Work Around the World (Grade 3)

1. To learn that every career requires some special preparation.
2. To understand that changes and conditions in the world affect careers.
3. To learn that different occupations are interrelated in many ways.
4. To understand that people must adapt as the world changes.
5. To understand that certain things can be done better in certain places.
6. To understand that the location of natural resources determines in part where many people live and work and spend their time.
7. To learn that distances between places limit the flow of materials and people.
8. To understand that it takes many different abilities to obtain or produce a certain product.

Unit: America Grows Up with Help from our Leaders (Grade 4)

1. To develop an understanding that famous people are hard-working people and that they make a contribution to others.
2. To understand that any career area has different levels of responsibility.
3. To learn that a person's relationship with others will affect his own career as well as the careers of others.
4. To learn that people change and sometimes change careers as they go through life.
5. To learn that people need income for the basic necessities of life as well as for other aspects of living and that this income is usually acquired by working.
6. To understand that there are different requirements for every career.
7. To understand that people change careers because society changes its needs and values.
8. To understand that decision-making includes responsible actions that involve identifying alternatives, selecting the alternative most consistent with goals and implementation of a course of action.

Unit: The World of Work Around the World - How the US Relates (Grade 5)

1. To identify the vocational daydreams of each child.
2. To understand that every individual develops a personal style which he can fulfill in a career with a similar style.
3. To understand that every person is an individual with different abilities, interests, needs and values.
4. To understand that a person may be suited for several different careers.
5. To learn that the choice of a career usually involves a compromise between greater and lesser needs.
6. To know that career preparation must follow a plan.
7. To learn that a person's best career direction develops over a long period of time.

8. To understand that every career has levels of responsibility.
9. To know that a worker must understand not only his job, but also his employer's rules, regulations, policies and procedures.

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*Taken from Ferguson, Ruth and Lois Sundack, Implementing Career Education. New York: Division of Education Planning and Support, Office of Career Education, Board of Education, 1975, p. 30.

SAMPLE AGENDA

30-Hour Staff Development Workshop in Career Education

DAY 1 (Saturday)

Time	Topic
9-9:30	Introduction
9:30-10	Career Education - What is it?
10-11	Work Success Chart
11-11:15	Coffee Break
11:15-12	Career Factors
12-1	Lunch
1-2	Values/Self-Awareness
2-3	Administrative Matters

DAY 2 (Saturday)

Time	Topic
9-10:15	Carer Ed Themes & Elements; Self-Awareness and Career Choice; Educational Awareness
10:15-10:30	Coffee Break
10:30-11:45	Career & Economic Awareness
11:45-12:30	Decision Making and Career Choice
12:30-1:30	Lunch
1:30-3	Beginning Competencies; Employability Skills and Attitudes/Appreciations

DAY 3 (Saturday)

Time	Topic
9-10	Occupational Clusters: What's it about?; Infusing Career Ed: A Lesson Writing Activity
10-11	Sharing Group Developed Lessons
11-11:15	Break
11:15-12	Behavioral Objectives: A Help for Lesson Planning
12-1	Lunch
1-2	Using businesses as a learning resource; the Communications cluster infused lesson; Sharing group lessons

DAY 4 (Saturday)

Preparation for Day 4: Bring in instructional materials (book, poster, pamphlet or filmstrip which by omission or commission represent sexist or ethnic stereotyping)

Time	Topic
9-10	Expanding career options through eliminating sex, ethnic and racial stereotyping
10-10:45	Awareness exercises and their use
10:45-11	Break
11-12	Interest inventories and their use; Alternatives to testing
12-1	Lunch
1-2	The Recreation and Hospitality cluster; Infusing into the curriculum
2-3	Resource centers - where, when, what, and how; DOT, OOH, etc.

DAY 5

Time	Topic
9-10	Infusing the Fine Arts cluster into the curriculum: a group experience
10-11	The career ed infused lesson plan: an individual exercise
11-11:15	Break
11:15-12	Presentation of lessons to group
12-1	Lunch
1-3	Program planning for a specific high school

SAMPLE AGENDA

Training Session for High School Guidance Counselors

DAY ONE

9-9:30	Orientation to the Occupational Skills Program
9:30-10:30	Class Visits: (1) Trade Dressmaking; (2) Cosmetology; (3) Clinical Lab; (4) Typing; (5) Secretarial Practice
10:30-11	Discussion Questions & Answers
11-11:15	BREAK
11:15-12:30	Use of Multi-Media Career Guidance Resources
12:30-1	Evaluation/Feedback

DAY TWO

9-9:25	Orientation to the Career Counseling Center
9:25-9:40	A Values Clarification Activity in Career Counseling
9:40-10:30	Using the Resource Center
10:30-10:45	BREAK
10:45-11:15	Time Share Computer Guidance Program
11:30-12:30	LUNCH
12:30-2:30	Use of Testing in Career Guidance
2:30-4:30	Values Clarification Additional Activities for Secondary Students

3. CURRICULUM PLANNING

3.1 GOALS

In this section we will explain how to plan, develop and implement career education curriculum products, that is, curriculum with a career education emphasis. The goal is to incorporate career education into existing lesson plans through infusion of career education elements and to incorporate exploration of the world-of-work through occupational clusters.

3.2 IMPLEMENTATION STRATEGIES

ELEMENTS & OUTCOMES

"The most common conceptual framework for career education is structured around eight central components, or 'elements' which, taken together with eight corresponding 'outcomes,' gives us the most widely used and accepted functional definition of career development. This model, originally formulated at the Center for Vocational and Technical Education of the Ohio State University and supported by the developmental funds from the United States Office of Education, is the closest thing that now exists to a 'national model' for career education. It is, at present, the most common answer to such questions as 'How do you implement the career development process in a curriculum?' and 'What behaviors should learners who are involved in career education display at any given phase of their career development?'" (Career Education, An Introduction, Florida Department of Education, 1975)

The eight elements and their outcomes are:

Elements	Outcomes
Self-Awareness	Self-Identity
Educational Awareness	Educational Identity
Career Awareness	Career Identity
Economic Awareness	Economic Understanding
Decision Making	Career Decisions
Beginning Competency	Employment Skills
Employability Skills	Career Placement
Attitudes & Appreciations	Self-Social Fulfillment

To translate elements and outcomes into concrete objectives, themes have been developed. The Ohio State model has further broken these themes down into specific goals for

grades K-12. The themes correspond to what are commonly referred to as "lesson plan aims." Thus the eight elements have been generally defined as follows:

Element i: Self-Awareness

- Students will recognize the relationship of their interests, aptitudes and achievements to the realization of career goals.
- Students will learn about themselves in relation to their cultures through recognizing and experiencing roles.
- Students will realize, accept and respect their own uniqueness as a result of learning, growth and maturation.
- Students will become aware of and recognize social, economic, educational and cultural forces which influence their development.
- Students will recognize that self-knowledge is related to a set or system of values unique to the individual.
- Students will learn to tentatively establish personally useful goals.

Element ii: Educational Awareness

- Students will recognize that learning is a continuous process occurring both in and out of school.
- Students will recognize that educational experiences are part of their total career development.
- Students will recognize that different career directions require varying types of educational preparation.
- Students will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as means of achieving career goals.

Element iii: Career Awareness

- Students will become aware of the variety of occupations found in the world-of-work.

- Students will realize the way in which occupations relate to the needs and functions of society.
- Students will determine worker qualifications related to performing the basic tasks of various occupations.
- Students will recognize that their career development includes progression through stages of educational and occupational experiences.
- Students will recognize the relationship between one's career and the way one lives the rest of his/her life.

Element iv: Economic Awareness

- Students will become aware of the relationship between personal economics, life style, and occupational role.
- Student will recognize the range of social and economic benefits associated with various occupations.
- Students will examine how wealth is accumulated through savings and investments, and how wealth may influence their careers and lives.
- Students will realize the relationship between their present and anticipated occupational status and economic trends in the community, state and nation.

Element v: Decision Making

- Students will identify their own personal goals as part of career decisions.
- Students will become proficient in using various types of resource information in making career decisions.
- Students will learn that the decision-making process includes responsible actions.

Element vi: Beginning Competency

- Students will develop the skills to identify the objectives of a task, specify resources required, plan procedures, perform operations, and evaluate the results.

- Students will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, industrial and professional activities.
- Students will develop an understanding of the interpersonal relationships involved in career situations.
- Students will develop the educational and occupational competency required to move to the next stage of preparation, or to enter a chosen career area.
- Students will develop the skills necessary for employment in chosen careers.

Element vii: Employability Skills

- Students will recognize the implications of working with or without supervision, as individuals or with others.
- Students will relate information about themselves to career requirements as they select, learn and perform duties.
- Students will develop the work habits and attitudes necessary for occupations in chosen career areas.

Element viii: Attitudes and Appreciations

- Students will recognize their responsibility to themselves and to others when choosing a career.
- Students will recognize individual differences and become tolerant in their personal relationships.

VALUES CLARIFICATION

The affective components in career education come into play when an individual attempts to accommodate occupational choices to the rest of his/her life. The three principles of self-awareness, attitudes/appreciations, and decision making should all be based equally on occupational facts and personal interests/needs/values.

The affective components of a career education have been stated as follows:

Self-Awareness	Helping people understand themselves: as unique individuals, in relation to other individuals, in relation to our society and the societies of other countries, and in relation to the world-of-work.
Decision Making	Helping individuals to gain skill in using all available information to set personal goals and plan a program leading to the accomplishment of these goals.
Attitudes/Appreciations	Helping individuals to gain and express feelings toward self, other individuals, and society at large. The feelings expressed should reflect a personal and consistent set of values.

Clarifying personal values, formulating goals and assigning personal priorities can all take place in the classroom within a variety of subject areas. This requires only a shift of emphasis in the lesson plan or unit to make the material student-centered, rather than subject matter or teacher-centered. This shift in focus will help students to develop and incorporate subjective decision-making skills as they learn content. It is hoped that it will also stimulate the student to work actively toward exploring his/her own concerns in relation to the material presented.

Thus, in any career education program, the process of "values clarification" is an important first step in choosing a career.

Schools can provide opportunities for students to examine their values, to understand their social roles, and to take full advantage of the cultural and ethnic backgrounds from which their values arise. As students identify their needs and wishes they can become familiar with their strengths, weaknesses and interests. While some of these factors may fall within the province of the guidance counselor, the classroom teacher (who has more frequent contact with students) can use the subject matter and specific classroom units to clarify values and help free students from restrictions and prejudices.

In addition to, or perhaps instead of, trying to clarify values in the course of specific subject matter, it is also possible to design new courses which emphasize the understanding of careers ("Where am I going?"), psy-

chology ("Who am I?"), and human relations ("How do I relate to others?"). Each course unit is organized to maximize learning about careers, self and the individuals in one's environment.

To assist the replicator in designing such activities, a short bibliography of values clarification literature is presented on page 55.

CONTEMPORARY VALUES

The values of our society are manifested in the classroom, although not always in obvious fashion. Consequently, it is important that the curriculum reflect positive values, and attempt to unseat negative prejudices and stereotypes. Some of the values which the curriculum may or should reflect are briefly described below.

Attitudes Toward Work. In our society, people tend to regard their own worth in terms of the kind of work they do. The value of a college education fluctuates with the economic conditions of a nation but, in general, occupations demanding higher education are held in greater esteem than so-called blue collar careers.

As mentioned previously, attitudes toward work must be part of values clarification, i.e., the sources of and means of achieving individual satisfaction. In work, satisfaction may result from the returns the job brings (money, status, etc.); satisfaction may also be intrinsic in nature (a job well done), or may result from concomitant sources of satisfaction (pleasant surroundings, time to socialize with friends during work breaks, etc.).

Finally, we still seem to believe that work, any work, has dignity. However, the classroom teacher may have to acknowledge that not everyone will be able to find a job which will in and of itself be satisfying, and that a certain percentage will be unemployed at one time or another. But, then, as stated previously, a career is more than a job. It encompasses an individual's vocational, avocational and future life.

Sex Role Stereotyping. In our society, sex role stereotyping commences at an early age, as the child begins to fantasize about the sort of work he or she would like to do in life. The fantasy is typically reinforced by the family, as well as by the media, children's books, etc. Attitudes are thus ingrained early in life.

The school can be a powerful agent of change. One means of effecting change is to provide as many non-sex-segregated experiences as possible. It may be helpful to invite role models to the classroom who contradict the prevailing stereotypes (women engineers, policewomen, male nurses, airline stewards).

Racial/Cultural Stereotyping. In this regard, one of the primary tasks of career education is again to overcome negative stereotypes and to make all students aware of the many options available to all. One of the dangers of negative stereotyping is that it affects both the perceiver and the perceived. Thus so-called "learned helplessness" often prevents the minority student from taking charge of his/her life through the belief that change in socio-economic status can be achieved through educational and occupational opportunities.

As is the case with all youth, students who live in relatively closed societies (urban or rural ghettos, tightly knit cultural or ethnic groups) will identify with the adults with whom they live. In some cases, these adults may be defeated or may appear to be non-productive members of society. In addition, the strategies for coping with poverty and/or segregation from the mainstream may not be the most appropriate for full participation in the world-of-work.

However, it must be stressed that positive role models also exist within these communities. Those persons should be identified and brought into the classroom.

Particular care should be taken to reinforce the relevance of the curriculum for the student who may be alienated from the culture of the school. The goals of education and the ties between school, community and career must be repeated and reinforced. To help the student change and overcome, a great deal of support is needed, prior to, during and after career entry.

Since stereotypes are often perpetuated in text-books, as well as in literature in general, a checklist for detecting racism and sexism in children's books is presented on pages 56-57.

* * * * *

Stereotyping of any sort leads to diminution of opportunity. The relegation of women to certain positions also keeps men from feeling free to pursue these careers (nursing, telephone operator, teacher, etc.). Thus equality

of opportunity not only benefits those who were previously excluded; it also opens avenues to new occupations for those who, it appeared, had the most available to them. Therefore, career education, by stressing the elimination of social barriers, truly represents education for all.

OCCUPATIONAL CLUSTERS

In order to assist learners in the monumental task of exploring and experiencing the myriad of occupations which exist, the "cluster concept" is being used to group occupations into convenient categories. Such a system groups the enormous number of possible occupations into a manageable and usable framework. The best known and most widely used system is the set of 15 occupational clusters identified by the US Office of Education (Bureau of Adult, Vocational and Technical Education).

Clustering increases awareness of career options and helps to classify new jobs which may develop by the time the student is ready to make a career choice. The 15 occupation clusters are:

- Agri-Business & Natural Resources
- Business & Office
- Communications & Media
- Consumer & Homemaking
- Construction
- Environment
- Fine Arts & Humanities
- Health
- Hospitality & Recreation
- Manufacturing
- Marine Science
- Marketing & Distribution
- Personal Service
- Public Service
- Transportation

Care must be exercised to avoid using clusters in an overly rigid manner, since some occupations may overlap several clusters. For example, the nurse, secretary or engineer may well fit into a variety of settings. But the clusters do provide an efficient way to deal with a large number of jobs in a limited number of groupings.

Since most people can expect to change occupations from one to five times during their lives, the cluster concept offers flexibility in occupational choice. If one's present occupation can be viewed in the context of its overall related area, or cluster, one is better equipped to plan for occupational change.

To illustrate the use of the cluster concept in a more concrete fashion, pages 58-59 present some suggested student activities and exercises for relating subject matter to occupations.

CURRICULUM INFUSION

The key to successful career education practices is a process termed "infusion." According to Webster, to infuse "implies a pouring in of something that gives new life, new vigor, new significance, etc." Infusion focuses on both the cognitive and the affective domains. It ranges in difficulty, from a discussion of how to use academic information outside of the classroom, to a complex interweaving of simulations, role plays, field trips, exercises, discussions and readings.

The teacher infuses into an existing curriculum by adding career education dimensions to the subject matter. Obviously, it is neither possible nor prudent to infuse every lesson with a career education element. However, regardless of the subject matter, any course can be enriched with a career education dimension.

This career education dimension consists of career education elements and occupational clusters incorporated into the regular lesson. Using the elements and themes as a guide, the teacher can develop more specific objectives and learning activities within the existing curriculum for any particular grade level. Thus, career education infusion takes place whenever a teacher adds the career education dimension to his/her regular classwork, whatever the subject or class may be. (A suggested format for infusing career education into a lesson, and a sample infused lesson are presented on pages 60-61.)

Teachers should prepare for infusion by asking themselves the following questions:

- What unit or theme will I be teaching during the next few weeks?
- Which occupational cluster would be related to this unit?
- Of the lessons which will be taught in this unit, which specific lesson aims might be related to some of the career education elements?
- What sort of learning activities will students be engaged in, both in and out of the classroom?
- How can a career education dimension be added to those activities which relate to any of the elements?

Since teachers represent the best source of lesson plans, it follows that they also are the best source of

lesson plans with a career education dimension -- for two reasons. First, teachers generally represent the most creative resource for producing lesson plans. They can construct plans based on the specific educational needs and interests of their students. Second, the connection between curriculum and career education objectives must be logical and appropriate for the particular teacher, students and school. Finally, teachers should be encouraged to write lesson plans since they are more likely to actually use what they have themselves created.

When writing lesson plans, objectives should be stated in behavioral terms in order to help students become aware of what they are expected to learn. In this way students will be advised as to what they will be able to do after the lesson, in a quantifiable manner. The following verbs are recommended for use in writing behavioral objectives. (The following listing is taken from the Implementing Career Education Source Book referred to earlier.)

analyze	perform	criticize	argue
recognize	contrast	discuss	help
speak	plan	compute	use
volunteer	create	write	collect
demonstrate	question	define	provide
evaluate	generalize	describe	discover
change	identify	suggest	listen
list	differentiate	locate	compare
apply	appreciate	choose	cooperate
interpret	design	agree	relate

A sampling of career education activities is presented on page 62 for a social studies class (as these activities would differ from grade to grade). Each refers to a different occupational cluster. These of course represent but a few possible activities. (These are also taken from the Implementing Career Education Source Book.)

3.3 EXPECTED OUTCOMES

Curriculum materials can be redirected and given a career education emphasis. This is accomplished through the use of previously described elements, outcomes, themes, values clarification, occupational clusters and infusion in the writing of lesson plans. Stating objectives in behavioral terms allows the teacher to evaluate what the

student has learned in a quantifiable manner. All of this is most effective when school staff develop their own materials to be compatible with their particular courses of study.

Ideally, there is a logical progression from elementary school through high school. The elementary school stresses career awareness; the junior high school stresses career exploration; and the senior high school stresses career preparation. This trend continues into post-secondary institutions. A school district can thus develop programs which reflect the unique needs of the district and its students. Other schools can replicate the model with an emphasis on their own individual needs and goals.

3.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's curriculum planning component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Definitions		
i. Is the term "infusion" understood?		
ii. Can the teacher's expertise be related to occupational clusters?		
iii. Can the teacher name eight elements of career education?		
iv. Can the teacher cite the affective elements?		
b. Checklist for a career education lesson		
i. Is it cluster-based?		
ii. Is the curriculum objective present? - the objective is stated in behavioral terms. - the objective is followed through during the entire lesson.		
iii. Are career education elements and themes present and correctly stated?		
iv. Is there a career education objective which is stated in behavioral terms?		

		Yes	No
v.	Is there a logical connection between the curriculum and career education objectives?		
vi.	Is there a variety of learning activities provided to follow up on infusion/motivation (questions, descriptions of activities, etc.)?		
vii.	Are specific resources mentioned?		
viii.	Is there provision for evaluation?		
ix.	Does the lesson terminate in an application or follow-up?		
x.	Is it free from sexist and racial stereotyping?		

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2. CHECK THE STORY LINE

The Civil Rights Movement has led publishers to weed out many insulting passages, particularly from stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

• *Standard for success.* Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do non-white persons have to exhibit extraordinary qualities—excel in sports, get A's, etc.? In friendships between white and non-white children, is it the non-white who does most of the understanding and forgiving?

• *Resolution of problems.* How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as causally related to an unjust society? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a minority person resolved through the benevolent intervention of a white person?

• *Role of women.* Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. LOOK AT THE LIFESTYLES

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettoes, barrios or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome

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Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes. But if a child can be shown how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children's books from this perspective.

• • •

1. CHECK THE ILLUSTRATIONS

• *Look for stereotypes.* A stereotype is an oversimplified generalization about a particular group, race or sex, which usually carries derogatory implications. Some infamous (overt) stereotypes of Blacks are the happy-go-lucky watermelon-eating Sambo and the fat, eye-rolling "mammy"; of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed "Oriental"; of Native Americans, the naked savage or "primitive" craftsman and his squaw; of Puerto Ricans, the switchblade-toting teenage gang member; of women, the completely domesticated mother, the demure, doll-loving little girl or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

• *Look for tokenism.* If there are non-white characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

• *Who's doing what?* Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

10 Quick Ways To Analyze Children's Books For Racism And Sexism

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The Council on Interracial Books for Children
1841 Broadway, New York, New York 10023

Free catalogue available

10. LOOK AT THE COPYRIGHT DATE

Books on minority themes—usually hastily conceived—suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Only very recently, in the late 1960's and early 1970's, has the children's book world begun to even remotely reflect the realities of a multiracial society. And it has just begun to reflect feminists' concerns.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually take a minimum of one year—and often much more than that—from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

Additional copies of this pamphlet are available for 10¢ each plus postage or $5 per hundred.

This is a publication of the Racism and Sexism Resource Center for Educators, a division of the Council on Interracial Books for Children (CIBC). It is reprinted from the CIBC's *Bulletin* which is published eight times a year and analyzes the content of new children's books and educational materials for racism, sexism, ageism, materialism and other anti-human values. Yearly subscriptions (8 issues) are $10 for individuals, $15 for institutions, libraries and contributing individuals. For subscriptions and a free catalog listing other materials available from the Resource Center, please write the CIBC, 1841 Broadway, New York, N.Y. 10023.

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7. CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

• Similarly, a book that deals with the feelings and insights of women should be more carefully examined if it is written by a man—unless the book's avowed purpose is to present a strictly male perspective.

8. CHECK OUT THE AUTHOR'S PERSPECTIVE

No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature. With the book in question, look carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Are omissions and distortions central to the overall character or "message" of the book?

9. WATCH FOR LOADED WORDS

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are *savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile,* and *backward.*

• *Look for sexist language and adjectives that exclude or ridicule women.* Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: *ancestors* instead of *forefathers; chairperson* instead of *chairman; community* instead of *brotherhood; firefighters* instead of *firemen; manufactured* instead of *manmade; the human family* instead of *the family of man.*

(most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. WEIGH THE RELATIONSHIPS BETWEEN PEOPLE

• Do the whites in the story possess the power, take the leadership, and make the important decisions? Do non-whites and females function in essentially supporting roles?

• How are family relationships depicted? In Black families, is the mother always dominant? In Hispanic families, are there always lots and lots of children? If the family is separated, are societal conditions—unemployment, poverty—cited among the reasons for the separation?

5. NOTE THE HEROES AND HEROINES

For many years, books showed only "safe" minority heroes and heroines—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own concepts and struggles for justice.

When minority heroes and heroines do appear, are they admired for the same qualities that have made white heroes and heroines famous or because what they have done has benefited white people? Ask this question: Whose interest is a particular figure really serving?

6. CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE

• *Are norms established which limit the child's aspirations and self-concepts?* What effect can it have on Black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

• What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

• In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

SUGGESTED STUDENT ACTIVITIES & EXERCISES TO RELATE SUBJECT MATTER TO OCCUPATIONS

In order to introduce the cluster concept to students, some of the following activities may be used as motivation for lessons or units.

Job Family Tree

Draw a large tree on poster paper. This tree may represent an occupational cluster such as Health. Each branch of the tree may have a sign on it for the different occupations in the cluster. Some occupations are: doctor, nurse, therapist, anesthetist, surgeon and aide. Occupations from other clusters which relate to health (medical secretary, dietician, etc.) might be added.

Bulletin Board Display

Select an occupational cluster. Post pictures of tools, workers, devices used, pieces of equipment, on-the-job activities related to this cluster.

Coat Hanger Mobile

Select an item such as a book. Draw a picture of a book and place it at the top of the mobile. Identify the various jobs which are involved in the production of a book. These job titles can be suspended from the coat hanger to form a mobile. Some job titles are: tree planter, papermaker, writer, artist, printer, bookbinder, bookstore manager.

* * * * *

Teachers often hear the complaint that students do not understand why they have to learn particular subjects. "Why do I need fractions or American Literature, or United States history?"

Career education is an attempt to show learners the relevance of what they are learning. As an educator, you will have to answer questions like these and to do this you will have to know about the usefulness of what is being taught.

The following exercises will give you an idea of how you may be able to show learners the relevance of your area of expertise to their career aspirations.

Below write one occupation related to your subject area which fits into each of the USOE occupational clusters listed.

CLUSTER	SAMPLE OCCUPATION
Agri-Business & Natural Resources	_____
Business & Office	_____
Communications & Media	_____
Consumer & Homemaking	_____
Construction	_____
Environment	_____
Fine Arts & Humanities	_____
Health	_____
Hospitality & Recreation	_____

SUGGESTED FORMAT FOR CAREER EDUCATION LESSON PLANS

AND DEFINITIONS

SUBJECT: The particular curriculum area around which the lesson was written such as art, music, math, language arts, social studies, etc.

TITLE OF LESSON: A brief statement denoting content of the lesson.

GRADE LEVEL: This indicates the grade at which the lesson is most developmentally appropriate. It follows the grade levels suggested in Minimum Teaching Essentials: Scope and Sequence.

LENGTH OF LESSON: Suggested amount of time necessary to teach the particular lesson.

OCCUPATIONAL CLUSTER: The organization of jobs and occupations that are related, according to their titles, under a broad category called a cluster.

CAREER EDUCATION ELEMENT AND THEME: Career education goals and the expected behaviors once the goal has been accomplished.

CURRICULUM OBJECTIVE: The specific purpose or aim of the lesson as related to a particular curriculum area, as outlined in Minimum Teaching Essentials: Scope and Sequence.

CARREER EDUCATION OBJECTIVE: The specific purpose or aim of the lesson as related to career education, usually evident in the content of the lesson and in the learning activities.

MATERIALS: All of those materials needed to teach the particular lesson, including books, films, art and writing materials.

LEARNING ACTIVITIES: Those educational activities to be conducted by the teacher and engaged in by the student to accomplish the particular objectives of the lesson.

EVALUATION: The methods by which we can determine whether the students have grasped the main idea of the lesson.

FOLLOW-UP: Additional activities the students might engage in which would relate to the same objective. Included are all ideas for enrichment and reinforcement of the original career education goal as stated in the particular lesson.

SAMPLE LESSON

INFUSED WITH CAREER EDUCATION

SUBJECT: Art

TITLE OF LESSON: "This is How I Look When I'm Happy"

GRADE LEVEL: Kindergarten

LENGTH OF LESSON: 25 minutes

OCCUPATIONAL CLUSTER: Fine Arts and Humanities

CAREER EDUCATION ELEMENT AND THEME: Self-awareness. The student will become aware of his/her feelings.

CURRICULUM OBJECTIVE: The child will demonstrate ability to use color to express feelings.

CAREER EDUCATION OBJECTIVE: The student will demonstrate an awareness of how artists express their feelings through the medium of drawing.

MATERIALS: Crayons, paper, pictures of children, a mirror, Art Teaching Guide: Drawing, K-6 Board of Education Curriculum Bulletin, Focus on Self Development, Prints, SRA Chicago, Childhood Study Prints: Moods and Emotions, Crestwood House, Mankato, Minn.

LEARNING ACTIVITIES:

1. Show pictures of children looking happy and sad. Ask the children to make up stories about each.

2. Have the children look at themselves in a mirror as they make a happy face and as they make a sad face.

3. Discuss the colors which say a picture is happy. Discuss the colors which say a picture is sad.

4. Have the children select a crayon and draw a picture of themselves when they are happy and when they are sad.

5. Ask the children to draw a happy picture; a sad picture.

EVALUATION: Did children use bright colors for happy pictures and dark for sad pictures? By looking at the resulting pictures, feelings should be evident.

SAMPLE CAREER EDUCATION ACTIVITIES

Social Studies
(Grades 9-12)

Grade 9

Students compare the Japanese and American work ethics.

Students are introduced to worker satisfaction, preferred occupational needs, and field investigation forms (Marketing cluster).

Grade 10

Students investigate the need for a more general education in terms of serial jobs, technological obsolescence and increased leisure time.

Students project the types of occupations which will be available in the future (Arts & Humanities cluster).

Grade 11

Students simulate the problems of public service and how they as citizens can be more tolerant in their interpersonal relationships with law enforcement officials (Public Service clusters).

Grade 12

Students discuss the problems concerned with the changing role of women in the world-of-work and the new businesses which have grown up to meet this need (Business cluster).

Students explore the advantages of the team approach to the assembly line and how human needs must be included in the "New Goals of Labor" (Manufacturing cluster).

4. GUIDANCE & SUPPORT SERVICES

4.1 GOALS

The overall goal in this area is to plan, develop, integrate and implement all counseling and support activities at each model site. This may require the use of personnel both within the school (guidance counselors, librarians, social workers, guidance paraprofessionals), and outside the school (personnel from labor, business, the community and various agencies).

In view of the principle that teachers, guidance counselors and other support personnel are joint sponsors of, and team workers in a career education program, it should be noted that:

> ... the talents of counselors and social workers fit well within a developing career education program because they normally focus on the needs of individual children. Their greatest assets are their abilities to perceive the children's feelings ...
>
> Their contributions to staff planning through direct suggestions and through the introductions of specialized guidance resources should be deliberately planned. These individuals are integral participants in the system-wide educational process .... (Wernick, Teaching for Career Development in the Elementary School [Belmont, Cal.: Wadsworth Publishing Co., Inc., 1973], p. 177.

Thus the fusion of guidance and instruction through the reality of a counselor-teacher partnership is implicit in the overall goal of guidance and support services.

ROLE OF THE GUIDANCE COUNSELOR

The role of the guidance counselor is an essential one which utilizes special training, skills, and expertise in career development. It is recommended that the counselor's career guidance efforts focus on the following ten functions.

placement	follow-up
referral	testing

coordination	resource service
recruitment	evaluation
recordkeeping	counseling (individual & group)

It is further recommended that the specific strategies used by the guidance counselor for implementing career guidance be based upon the particular clusters to be explored.

4.2 IMPLEMENTATION STRATEGIES

In all areas of the career development program, high priority is assigned to the supervisory functions of coordination, leadership, and accountability. It is consistent, therefore, to suggest that overall responsibility for the direction and supervision of the career guidance program should emanate from the project center's guidance coordinator. The person chosen for this top administrative position should therefore offer the following:

- administrative experience
- specialized counselor training in career guidance
- skills in the use of techniques for a cluster-based career guidance program.

Successful guidance requires clear job descriptions, which outline the guidance coordinators' responsibilities for achievement of the overall goals. In essence, the strategy mentioned here provides a supervisory model which can be replicated at the model site. Further, it demonstrates the "wholistic" approach required in a career education program. It delineates clearly, for the benefit of model site personnel, that career guidance services constitute an integral part of a career education program.

Strategies are required to augment the support services available to the career guidance program. New York City's model career education program used the occupational cluster approach advocated by the US Office of Education (USOE). Persons representative of the USOE occupational clusters ("cluster representatives") are examples of support personnel. (Additional discussion of the duties and responsibilities of these cluster representatives can be found in other sections of this manual.)

Cluster representatives, selected according to the clusters chosen by the model site, represent a liaison service for the encouraging and facilitating of cooperation between the

schools and the world-of-work. Other career guidance strategies to enlarge and increase the services available to school staff include the following:

- promotion of skills training centers*
- incorporation of work-education experiences in the career clusters offered at the senior high school level and beyond
- cooperation with special education personnel from the school system's centralized headquarters to obtain career guidance services for emotionally, physically and mentally handicapped youth
- enlisting the aid of bilingual education personnel at the school system's headquarters for the development of bilingual career guidance resource materials.

The preceding section on staff development and training discussed an essential strategy for achievement of a major objective in the area of guidance and support services. The discussion recommended that librarians, guidance counselors and other support service personnel be included in all career education workshops provided for teachers, paraprofessionals and administrators. In addition, it was suggested that workshops be held for guidance counselors, specifically for the purpose of enhancing their skills, techniques and competencies in career guidance.

Career guidance strategies are required which recognize students as individuals. The following are offered as examples of major career guidance activities which respond to a whole spectrum of student needs, values, interests and abilities.

- organizing career guidance resource centers
- implementing student assessment programs (mini career counseling centers)
- producing and testing a guidance manual
- planning special events and activities relative to career guidance

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*In New York City, examples of such programs are: the Shared Instruction Program, where students spend part of the school day in the academic high school and part in a vocational high school; and the After School Occupational Skills Centers, where students can learn skills not offered in their home schools during the regular school day.

4.2.1 Career Guidance Resource Centers

The career guidance resource center should vary in form and design according to the needs, budgetary constraints and available physical facilities of the site. For example, the resource center might be self-contained, a classroom unit, or within the library (as an exhibit, corner, section or shelf).

The materials to be housed at the resource center may also vary, depending upon the population to be served. The resource center might be designed for one or all of the following populations:

- teachers only (reference materials to provide ideas for infusing career education activities into English, social studies, mathematics, art, and other areas using a career guidance approach)
- classroom use (career education brochures, inventories, filmstrips and cassettes -- to be loaned to teachers)
- students only (career education handbooks, occupational information booklets, self-assessment instruments, college catalogues, and handbooks -- for individual and/or group use).

Responsibility for supervising and maintaining the resource center should be assigned to a staff member from the guidance department (guidance counselor, guidance paraprofessional). Scheduling patterns should be definite, arranged for maximum use, posted and rigorously followed (e.g., all day, several periods per day, by appointment). A group of interested older students in the elementary, intermediate, junior and senior high school, as well as representatives of all classes in post-secondary institutions, can be trained to assist counselors, teachers and paraprofessionals in organizing materials, operating audio-visual equipment, and assisting other students in the use of vocational assessment instruments. These peer advisors, who should receive service credit as volunteers in an in-school internship, provide valuable role models to other students and serve as a source of motivation for their peers.

Prior to opening the career education resource center, cluster-based materials should undergo extensive evaluation. A careful review of resource materials should be made to eliminate those which reinforce racist or sexist stereotypes. This process should be a joint endeavor, involving guidance and support service personnel in conjunction with the project's guidance coordinator, the administration, students, parents, the community, teachers, and other school staff. A well-stocked career guidance resource center should include:

- learning kits (occupational kits, both commercial and prepared "in-house")
- visual and audio-visual aids (films, filmstrips, posters, tapes, cassettes)
- printed materials (career books, magazines, newspapers, occupational handbooks, sample lesson plans, curriculum and other guides)
- tests (interest, aptitude, self-inventory).

As an expression of commitment, the principal should allot school funds for the purchase of such resource materials. School personnel and space to house the resource center should also be provided for. Additional funds for the center may be obtained from:

- private foundations (see The Foundation Directory [New York: Columbia University Press, 1976])
- local, state and federal agencies (see for example the federal government guidelines for Title IVB to augment guidance and library resources; Title IX to promote equity of educational opportunities for women)
- business, labor and community organizations.

During the initial phases of training, planning and implementation, it is recommended that a mini career counseling center be designed and housed in the career resource room. More detailed discussion of ways to organize and develop the mini career counseling center will be found below in the discussion of student assessment techniques and activities.

It would be helpful to set up a card file of names, dates and types of requests as students and teachers visit the resource center. Such a file is useful as a notification list when special events are offered or new materials arrive.

The resource center can be utilized most creatively when materials, funds, personnel and physical facilities are shared by the model site high school in cooperation with its feeder schools (elementary and junior high). A fully articulated extension of this idea might include one or more post-secondary institutions.

An extremely valuable articulation tool for the mini career counseling center is a handbook of post-secondary institutions. This handbook should be organized around the occu-

pational clusters most relevant to the site, and should provide specific information on the availability of further instruction and training within these cluster areas.

4.2.2 Mini Career Counseling Centers

Career guidance and career education programs should be based on vocational development theory. In urban areas, the special needs of urban youth must be considered. In addition, career guidance personnel must be aware of the impact of racism and sexism on career decision-making and choice. Career guidance programs should be designed to broaden career options for all youth, and to equalize educational and vocational opportunities.

The mini career counseling center, designed for and housed within the career resource room, includes special features to facilitate the career development of students. The specific suggestions for setting up the career resource room also apply to the mini career counseling center.

The mini career counseling center provides in-depth educational and vocational guidance/counseling to students who have completed a battery of self-assessment instruments (interest inventories, career questionnaires), and who request individual or group career counseling based on these test results. In addition, any student who seeks assistance with individual career-related problems can obtain guidance and counseling services here. Finally, adhering to the basic tenet that a school-wide guidance program should be coordinated and systematic, the mini career counseling center should refer students to school guidance departments in matters relating to personal or social concerns.

VOCATIONAL INTEREST TESTING — This service should be an integral part of the career guidance program. Inventories, surveys and other self-assessment instruments include the following: Job-O Inventory; Kuder General Interest Survey; Strong Vocational Interest Blank; Ohio Vocational Interest Schedule; Holland's Self-Directed Search; SRA Self-Assessment Battery. These and other assessment instruments provide students with opportunities to examine their values, abilities, and interests in relation to their educational and vocational plans.

CAREER QUESTIONNAIRES — Career questionnaires represent a valuable tool for students, teachers and counselors for the assessment of student knowledge, needs and interests relative to educational

plans, career goals, resource clusters and educational options. All students who visit the mini career counseling and career guidance resource sections of the center should complete a career questionnaire. Questionnaire information should be tallied, feedback should be provided to students and classroom teachers. Ultimately, the information gathered should be used in individual and group counseling sessions, as well as in group guidance lessons, to enliven and bolster the vocational development curriculum. (A sample questionnaire, suitable for grades 5-8, is presented on page 74.)

In addition to the generalized type of career education questionnaire on the following page, career questionnaires can be designed to assess specific student characteristics which are relevant to future career decisions. The specialized career questionnaire presented on page 75 (suitable for secondary school use) assists students in relating their chance-taking tolerance to their values and, eventually, to their career choices. Students respond to the statements by checking the column that best describes their feelings.

Further self-exploration by students should take place in diverse settings and through various activities, such as the following:

- individual and group meetings for test interpretation and profile construction
- individual and group counseling sessions where values clarification and self-awareness techniques clarify educational goals and sharpen the process of decision making and career choice
- classroom group guidance lessons on career options.

4.2.3 Guidance Manuals

The career education model described in this manual represents a prototype to be disseminated to students in that the ultimate consumer of program products is the student. For the career education program to be truly systematic, pervasive and programmatic, its curriculum must reach the student in the classroom, in the counseling office, and through special activities. The guidance manual for students is an example of a curriculum tool.

The guidance manual is often referred to as a career activities manual, a career manual, or a self-awareness manual. Whatever they are called, such manuals should be self-instructive and should contain exercises, activities, games and simulations grouped according to the eight career elements discussed previously. An important segment of the career

guidance manual is devoted to an explanation of the occupational clusters, and to ways in which students can organize career searches using this structure.

These self-directed student workbooks should be accompanied by guides which teachers and counselors can use with students.

By virtue of the imminence of career choice and decision-making, the senior high school represents the school level at which administrative support and parental approval can be most readily obtained for initiating, producing and pilot testing a guidance manual. Student interest is also likely to be highest in the upper grades. However, we must again emphasize that a comprehensive and articulated approach to career guidance encompasses all grades. For this reason, it is recommended that guidance manuals, with accompanying teacher/counselor guides, be extended to include elementary, intermediate and junior high schools, as well as post-secondary institutions.

Guidance personnel should be familiar with guidance manuals developed by project staff and by other career-oriented personnel. Examples of such manuals are the SCECAMP Career Guidance Manual and Educating for Success: Workbook (authored by Dr. Lila Swell; obtainable from Queens College, City University of New York). Such manuals have been developed by school districts across the United States. A listing can be obtained through ERIC. (A description of the SCECAMP manual and its table of contents are found on pages 76-77.)

4.2.4 Special Events/Activities

Career days, cluster weeks, and career fairs have long been sponsored by schools as means of promoting the concept of career guidance. These were usually one-time affairs which, while successful, offered limited long-term effects. The impact of such special events can be enhanced if they are part of an orderly, systematic, articulated, sequential, developmental and on-going career education program.

Career days, cluster weeks, and career fairs can be held for an individual grade or for an entire school. These special events should be planned by guidance and support personnel in cooperation with the project center guidance coordinator, representatives of the school staff (administrators, teachers, paraprofessionals and members of the school's career education team), and members of parent associations, student government, labor/business organizations, and community agencies.

Other special career efforts with guidance potential include a speakers' bureau, career guidance weekly flyers,

art and poetry workshops, trips to industrial sites, student reviewing committees for audio-visual materials, career exploration workshops, and career film festivals.

4.3 EXPECTED OUTCOMES

The anticipated outcomes for staff and students, related to the overall goal in the area of guidance and support services, include the following:

- Teachers, guidance counselors and other support personnel form a partnership to fuse instruction and guidance.
- The project guidance coordinator becomes a liaison person who is actively involved in the training, planning and implementation of the career guidance program.
- Guidance counselors, as a result of their participation in both general and specialized workshops, become more knowledgeable, skillful and effective as career guidance program designers and implementers.
- Career guidance centers, housing mini career counseling units, are created to accommodate a wide range of student needs, abilities and interests. These centers operate with administrative support, designated staff and appropriate resource materials, to offer a wealth of career-oriented individual and group guidance and counseling services.
- A student assessment program is devised and conducted to provide valuable vocational development information to students in the form of test results, profiles and self-evaluative tools.
- Students pursue the goals of career awareness, career exploration and career preparation through exploration of clusters, use of multi-media guidance materials, and participation in special career guidance events. Through guidance infused into lesson plans, students are exposed to specific techniques and strategies which emphasize the affective elements of career education. Through demonstration of guidance techniques (e.g., role playing, questionnaires, test interpretation, autobiography), students increase their knowledge of and skills in affective areas (decision-making, appreciation/attitudes, self-awareness).

- Funding sources, both public and private, are sought for the career guidance program in order to augment regular school funds.

- As part of a volunteer in-school internship, peer advisors are recruited and trained to perform career-oriented tasks which assist other students in career exploration. "Peers learning from peers" is a time-honored educational precept which has relevance to career guidance.

- A self-directed guidance manual, with accompanying guides for teacher/counselor use, is utilized by students as a workbook in the classroom and in the counseling office.

- The career guidance program services the entire school, involving all members of the school staff and students at all grade levels.

- School guidance and support services are supplemented with other career-oriented services (such as work-study). In addition, the cooperation of special education and bilingual education programs provides career guidance services for handicapped youth and for youth with language difficulties.

- As a result of exposure to an ongoing career guidance program (which includes many opportunities for "hands-on" experiences), students are more informed, knowledgeable and motivated with relation to themselves (needs, interests, abilities, values), and in relation to the world-of-work. Students become aware of the wider range of choices available to them educationally and vocationally, and are less likely to be hampered in the selection of career options by the restrictions of racism and sexism.

4.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's guidance/support services component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Are the goals for guidance and support services clearly defined?		

	Yes	No
b. Is there a plan for promoting the concept of fusing guidance and instruction?		
c. Have all students been scheduled to participate in individual and group career guidance counseling sessions?		
d. Have students been identified to participate in career guidance activities?		
e. Has a systematic testing and self-assessment program (including "hands-on" experiences) been planned?		
f. Have plans been made for ongoing staff development and training?		
g. Is the approach to the development of the career guidance component systematic, pervasive, and programmatic?		
h. Have plans been made to disseminate information on the activities, techniques, and results of the career guidance program?		
i. Have plans been made for evaluation of all aspects of the career guidance program?		

SAMPLE GENERAL CAREER QUESTIONNAIRE*

CAREER QUESTIONNAIRE

NAME _____ CLASS _____

1. The school subjects I get my highest marks in are:
   a. _____
   b. _____
2. When I am not in school, I like to:
   a. _____
   b. _____
3. My favorite sports and games are:
   a. _____
   b. _____
4. My interests and hobbies are:
   a. _____
   b. _____
5. The kind of work done by people I know is:
   a. My father _____
   b. My mother _____
   c. My aunt _____
   d. My uncle _____
   e. My older brother _____
   f. My older sister _____
   g. Other people _____
6. I like to read books about:
   a. _____
   b. _____
7. After school, I take lessons in:
   a. _____
   b. _____
8. When I grow up, I would like to be a:
   a. _____
   b. _____

*From Dorothy Schaffner, Marching Ahead to Careers (New York: Board of Education, Bureau of Educational and Vocational Guidance - 110 Livingston St., Brooklyn, 1972).

SAMPLE SPECIALIZED CAREER QUESTIONNAIRE*

How do you feel about doing work where ...	Like Very Much	Dislike Very Much	No Feeling
1. you work on commission?			
2. you have no pension plan?			
3. you belong to a union?			
4. your earnings are uncertain?			
5. you work under close supervision?			
6. you survive by making accurate predictions?			
7. your work is rarely checked?			
8. you work one or two seasons during the year?			
9. you must invest part of each pay-check in the business?			
10. you never get tenure?			
11. you are not credited with seniority?			
12. you take competitive exams for promotion?			

*From Mildred K. Lee, Career Values: What Really Matters to You?. Discussion Guide (New York: Guidance Associates, 1974), p. 18.

THE SCECAMP CAREER GUIDANCE MANUAL

A General Introduction

Purpose

The SCECAMP Career Guidance Manual is a guidance tool which consists of a series of career education exploration activities for secondary school students. The manual was developed with the intention that students could use it independently as well as with assistance from teachers and counselors.

Special Features of the Manual

The manual introduces each of the clusters by an interesting narrative which includes jobs in the cluster and follow-up exercises which direct students to use resources such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

The manual has a programmed instruction format with answers included.

The manual includes a wealth of activities on the affective elements of career education. Students can go through a number of exercises on self-awareness, values clarification and decision-making. Students are given an opportunity to assess their own interests, abilities, personality traits and how these factors can relate to a choice of jobs and careers.

School subjects and courses and how they can relate to jobs are also included.

An extensive section on job survival skills includes exercises on:

composing a resume
using the want ads
interviewing for a job
obtaining a social security card.

Illustrations selected are multi-ethnic and free from sex bias.

SCECAMP STUDENT GUIDANCE MANUAL

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SECTION VI: SPECIAL HIGH SCHOOL PROGRAMS

5. COMMUNITY RESOURCES

5.1 GOALS

This segment discusses the planning, development and implementation involved in utilizing the community as an instructional resource. The community should represent an integral part of the schools' career education program. Bringing the community members into the school and taking students into the community acquaints students with the realities of work. The following will demonstrate how such interaction profits both partners to a cooperative effort.

Student learning takes place outside as well as inside the classroom. Thus it is important to identify and analyze the resources of the community surrounding the school. Experiences, as well as individuals, can elaborate upon and enrich any career education effort, for both teachers and students. Thus use of the community, in both its public and private sectors, should constitute a major goal of any career education program.

5.2 IMPLEMENTATION STRATEGIES

5.2.1 Who and What Constitute Community Resources?

PARENTS — Parents represent a valuable career resource. They can serve as speakers in the classroom and can host student field trips to their places of employment. They may also have job openings for students. In addition, parents' associations represent a source of student contacts with the world outside the school, since association members can stimulate support for career education among other parents and in the community at large. These parents are usually willing and eager to make their talents available as a resource in implementing career education in the home, in the school, and in the community.

COMMUNITY ORGANIZATIONS — Community organizations should be contacted. Every community organization (e.g., the Girl Scouts and Boy Scouts, the Chamber of Commerce, labor unions, civic groups and even block associations) offers opportunities for speakers in the classroom or field trips to places of employment. Members can make important contributions to the career education effort, either through their direct participation or through furnishing contacts to other resources.

The New York City model program was supported by the Girl Scouts, who established a number of committees. One of these committees, consisting of members of the Girl Scouts' board of directors and other influential community leaders, helped to arrange business and management internships within the 15 job clusters. A second committee functioned as an advisory board. Other committees assisted with curriculum development.

BUSINESS/ INDUSTRY — Business and industry can also provide speakers, as well as stations for observation and for actual work experience. Those in business/ industry have knowledge which is valuable to the teacher in designing realistic curricula for the various occupational clusters. They are also in the best position to assist in the development and administration of job placement programs. (The New York City model project worked intimately with the Economic Development Council [EDC]. The EDC is an independent, non-profit organization of business persons whose aim is to bring the capabilities of the corporate community to bear on urban problems.)

OTHER BUREAUS — Other bureaus or officers of the local board of education can be enlisted to contribute their expertise to a career education effort. Of particular note are pupil personnel services, vocational education departments, and the curriculum specialists and professionals to be found in a typical school district office.

THE SCHOOL — Last but not least, the school itself provides opportunities to study a variety of careers (in addition to that of teacher). Most students and many teachers are not aware of the variety of backgrounds represented by the school faculty. Teachers within the school often have knowledge of jobs, by virtue of their own work histories, which they are willing to share as speakers or demonstrators of specific work skills.

5.2.2 How Can Community Resources be Utilized?

SPEAKERS — Speakers from a variety of careers should be invited into classrooms for face-to-face visits with students. This provides students with the opportunity to interview business persons, engineers, art directors, construction workers, etc. The objective is to

inform students about several areas of work and to motivate them to continue their education. For example, through a New York City program called "Lawyers in the Classroom," it is possible to call upon attorneys to speak at appropriate points in a curriculum about careers in law, constitutional history, consumer law, criminal justice, or to lend assistance in staging mock trials.

SHADOWING "Shadowing" is valuable for both teachers and students. It provides the opportunity for a teacher to spend a day, a week, or more closely following ("shadowing") a representative career professional. The teacher works closely with the specialist in order to understand the duties of the job, the skills needed for the job, and the interrelationships of the professional with others in the same work area.

This experience is then translated into learning units in the teacher's subject area in order to assist students in understanding the practical application of academic studies in their future working lives. (For example, a social studies teacher may shadow a state senator in his community office. This experience can be used to make classroom lessons on government and the democratic process realistic. A further application of this particular shadowing experience would be to set up a "community office" in the school to assist students with problems.)

The industry or business involved in shadowing profits from the experience in two ways: it gains insight into the goals of the school and has the opportunity to advise the school as to employer expectations of new personnel.

Shadowing experiences can be provided anywhere: in hospitals, the courts or newspaper/publishing offices. Politicians' offices and major employers (the telephone company and public parks department, for example) participated in shadowing experiences in New York City.

COMMUNITY AGENCIES The Girl Scouts or Boy Scouts are good examples of community agencies with which to work. Directors of such organizations and other influential community leaders can be involved in arranging business and management internships within occupational clusters. Agency representatives can also serve on advisory boards. If the members are also professionals, they can contribute their expertise in developing career education curriculum. In addition, internships may develop into paid summer employment for students.

In New York City, the Park Department provided opportunities for internships and summer employment. The Department also participated in the creation of environmental studies courses. A hospital in New York afforded the chance to develop a three-year health career program in an experience-based learning environment within the hospital facilities.

FIELD TRIPS

The field trip is valuable for cluster-based curriculum units or lessons. Trips to airports, radio stations, automobile assembly plants, and post offices, to name but a few, can enrich a variety of classroom lessons.

It should be emphasized here that the field trip is warranted only if both teacher and students have determined that this is the most efficient way to obtain the experience or information relevant to the learning situation. Thus, the teacher must define the objective before selecting the site and planning the visit. (Chapter Five of the Career Education Source Book, mentioned earlier, treats field trip objectives and expected outcomes.) Field trip objectives include:

- defining an occupational role
- obtaining a description of an occupation
- determining educational requirements of an occupation
- discovering the entry routes into an occupation
- increasing appreciation of the many ways of earning a living.

Not only must objectives be established, but both visitors and persons to be visited must be prepared for the purpose of the trip. It is important that all parties be aware of the expected outcomes of the trip. After the trip, the experience should be evaluated so that the correlation between in-class lessons and out-of-class experience is clearly understood and utilized to its fullest potential.

Briefly, the following steps should be followed in planning a field trip.

(1) Know why you are going.
(2) Locate the resource.
(3) Confirm arrangements.
(4) Get administrative approval.
(5) Get parental approval.
(6) Prepare students as to time, place, date and goal.

(7) Obtain necessary additional supervision.
(8) Make transportation arrangements.
(9) Plan for follow-up.

CAREER DAYS

Career days are often held as the culminating activity of a career education program. Speakers from the various sectors of the community take this opportunity to interest students in the variety of careers available to them. The themes of the career day may be based on a specific or a variety of occupational clusters, depending upon the curriculum and the availability of participating speakers.

Here again, it is important to carefully prepare both students and participants, and to subsequently evaluate the success of the occasion. Evaluative feedback should be provided to both students and speakers.

HANDS-ON EXPERIENCES

In addition to shadowing, "hands-on" experiences provide an opportunity for extra-school learning. In the New York City model program, students created a mural which depicted various occupational clusters (under the guidance of two community-based artists and with the support of a local bank). The project developed as follows:

- The school's art department selected 10-15 students to work on the mural.
- Field trips were taken to various art galleries and outdoor sites to view examples of mural art.
- The students designed the mural components, which emphasized five occupational clusters selected by the school.
- The consultants (two community artists) prepared the canvasses and assisted the students in blocking out the designs.
- The students completed the mural under the supervision of the artists.
- Discussions with the students stressed career awareness, self-awareness and beginning competencies.
- The project was correlated with academic subjects wherever possible.

Local Chambers of Commerce are generally eager to cooperate with a school's career education efforts, and are able to supply contacts which enable students to obtain nonpaid, part-time work experiences. Work hours can be arranged according to a student's schedule and, in some cases, school credit can be awarded.

As mentioned before, "hands-on" experiences are also of value for teachers. Through such opportunities to learn new skills, the teachers themselves become school-based resources for a variety of occupations.

In addition to these out-of-school, hands-on activities, such experiences can be used to replicate in the classroom what has been observed outside the school (e.g., running mini businesses). Information on outside experiences can be reported in class newspapers, depicted on film or videotape, or dramatized in a play. The construction of models of physical plants visited makes use of what the students have observed.

5.3 EXPECTED OUTCOMES

If a field trip or guest speaker experience is truly integrated into ongoing class activities, students will fully understand the value of the information gained. This will be demonstrated during follow-up activities. Community resources provide students with up-to-date, career-related information, complementary adult career models, and insight into the reality of work. Further, they assist in the interaction between the school and the community the school intends to serve. The chance to see real people doing real work will assist both students and teachers in the realization of the interdependence of school and work.

5.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's community resources component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Have parents been canvassed to provide, or to serve as speakers?		

	Yes	No
b. Has a list been made of public and private community institutions as possible resources?		
c. Have resources within the local Board of Education been identified?		
d. Have possible speakers and field trip sites been identified?		
e. Is the objective of the speaker's visit clear?		
f. Do all participants understand what the student is expected to gain from the experience?		
g. Have forms been constructed to enable both speaker and students to evaluate the experience?		
h. Is the field trip cluster-based?		
i. Is the difference between "shadowing," "hands-on" and internship understood?		
j. Have activities been planned to follow up on field trips?		
k. Are the steps in planning a field trip clear?		

6. DISSEMINATION

6.1 GOALS

The word "dissemination" refers to the process of dispersing, distributing and promulgating. A major goal for a career education program is the dissemination of information both within and without the model site -- on the local, state and national levels. Dissemination thus represents both an internal and external process, in which project center personnel and model site staff participate.

6.2 IMPLEMENTATION STRATEGIES

The purpose of dissemination is to promulgate information about, and increase awareness of the model career education program. The concepts, principles, activities, techniques, strategies and outcomes of the model are to be presented to as broad an audience as possible.

Internal and external dissemination practices are designed to spread knowledge of the conceptual model, which is a systematic, cluster-based, articulated program. Understanding of basic principles related to the model (e.g., fusion of guidance and instruction, infusion of career education features with subject matter through lesson plans, combination of cognitive and affective elements through values clarification and self-awareness) are increased by means of regular, systematic, programmatic and ongoing dissemination processes.

Dissemination strategies are useful in inspiring healthy competition, promoting leadership, and fostering teamwork among staff members, as well as in stimulating the cooperation of staff members with personnel from other schools, districts, the central headquarters, and outside agencies.

For purposes of clarity, strategies for dissemination are described below for the project center (both internal and external) and for the model site (both internal and external).

6.2.1 Project Center Dissemination - Internal

Internal dissemination strategies which are recommended within the project's headquarters include the following.

- establishing a project committee to coordinate dissemination efforts;
- documenting the activities of the project through a monthly report;
- scheduling regular and ongoing staff meetings at the project center;
- developing and promoting a team approach among staff members at the project center;
- creating an atmosphere which encourages staff members to share achievements, problems, and experiences at the model site;
- publishing a monthly career education newsletter for internal dissemination, to which all project staff members contribute; and
- providing feedback vis-a-vis conferences, meetings, conventions and workshops.

6.2.2 Project Center Dissemination - External

External dissemination techniques designed to promulgate the concepts, principles, activities and techniques of the career education program outside the project center include:

- attending career education meetings held by public and parochial school districts, individual schools (on all grade levels), and post-secondary institutions;
- scheduling ongoing career education conferences with staff and community representatives of alternative school facilities, chambers of commerce, other career education programs, and other career-oriented bureaus within the school system (guidance bureaus, cooperative education programs);
- publishing a monthly career education newsletter to highlight noteworthy activities, techniques and programs related to the model;
- presenting workshops on the project model at professional conferences and conventions held on the local, state and national levels;
- participating, at the model sites, in the formation of a demonstration and dissemination committee; accepting the responsibility for continued liaison with such a committee;

- planning and conducting local dissemination conferences for model site participants, cluster representatives, community members, representatives of labor and business, and representatives from the central board of education;

- attending faculty conferences held by elementary, secondary and post-secondary institutions;

- establishing liaison relationships with designated career education personnel (e.g., guidance counselors and supervisors) on the school district level;

- distributing resource materials and guidance manuals to appropriate school personnel;

- developing publicity materials to be used in recruiting participants for staff development and training workshops/courses;

- sponsoring and developing curriculum for career education staff development courses for in-service, human relations and college credit;

- conducting negotiations with local post-secondary institutions to form a college career education consortium, and obtaining acceptance of in-service course curricula as college-level subject matter;

- writing grant proposals and distributing funds received (to school districts and individual schools) for staff training, purchase of resource materials, establishing career centers, sponsoring career days, and other career-related purposes;

- arranging for radio and television broadcasts relevant to career education.

- writing career education articles for professional journals;

- participating in special career education events (e.g., National Vocational Guidance Association career weeks); and

- providing leadership and technical assistance in career education to offices and bureaus of the central board of education, and to local school districts in the development and implementation of cluster-based, occupational, articulated programs.

6.2.3 Model Site Dissemination - Internal

Internal dissemination practices which are suggested within the model site are:

- producing career education newsletters on a classroom or school-wide level to highlight individual achievements and noteworthy programs;
- examining career education newsletters from other schools and from the project center, in order to inform school faculty and staff of notable activities, programs and resource materials;
- allocating a section of the school newspaper to career education articles;
- developing cluster books for each grade level (e.g., "A Hospital Has Many Job Opportunities");
- writing school subject books (e.g., "What's A 'Career' in Social Studies?");
- encouraging students to write personal career records (e.g., "My Career Book");
- scheduling grade meetings and faculty conferences with time devoted to career education topics (e.g., creative ways to carry out infusion in mathematics);
- using monthly career education progress reports as a supervisory tool;
- inviting project personnel to participate at faculty conferences and grade meetings with career education agenda;
- developing a career guidance speakers bureau with the cooperation of labor, business, industry and community representatives;
- establishing a demonstration and dissemination committee with a project liaison person as a member;
- encouraging and releasing of staff members to attend project sponsored events, courses and workshops;
- sponsoring ongoing career education staff training and development workshops based upon the project model;
- requesting resource materials and guidance manuals from the project center;

- writing career education mini proposals to obtain funding from the project center and other sources;
- publicizing the project center's radio and television broadcasts, and providing opportunities for students and staff to hear these broadcasts whenever feasible;
- sponsoring mini special events (e.g., inter-class art contests, poetry/jingle festivals, career film festivals); and
- documenting model site activities through a monthly report.

6.2.4 Model Site Dissemination - External

External dissemination techniques designed to publicize the career education program outside the model site include the following.

- writing proposals to obtain funds for career education activities from private foundations and other sources;
- encouraging staff members to join professional organizations with career-oriented goals (e.g., the National Vocational Guidance Association - NVGA);
- encouraging staff to attend professional conferences which offer career-oriented workshops (e.g., the American Personnel and Guidance Association, New York State Personnel and Guidance Association, NVGA); providing time for feedback to staff concerning these experiences;
- encouraging staff members to write articles on notable achievements and programs for submission to professional journals;
- sponsoring school-wide special events with invitations extended to labor, industry and community leaders (e.g., career days, career weeks, career fairs, "What's My Line" assembly programs);
- involving parents as community liaisons, resource persons, speakers, and fund raisers (through parent associations);
- distributing newsletters to all parents to inform them about the school's career education activities

and to stimulate parents to become active in the program;

- joining with other model sites to sponsor shared activities (e.g., all-level career and college days held at a local university); and

- forming a career education consortium with local labor, business, and community representatives to work toward job development and placement in summer and entry-level jobs (for high school juniors, seniors and college students).

6.3 EXPECTED OUTCOMES

Through the use of internal and external practices designed to disseminate the precepts, concepts, activities, techniques, and strategies of career education, the following outcomes can be anticipated.

- increased interaction, sharing and feedback, concerning both the positive aspects and the problem areas of the program, among staff members at the project center and the model site;

- increased professionalism of all staff members at both the project center and the model site -- through greater participation at, and more presentations made to local, state and national-level conferences and conventions;

- increased inter- and intra-staff relationships through regularly scheduled staff meetings, faculty conferences, and consortia with post-secondary institutions and business organizations;

- increased legitimacy for career education curricula through accreditation of staff development courses by recognized post-secondary institutions;

- greater acceptance of the concept that, through the structure of the project center and model sites, career education programs can be cluster-based, pervasive, systematic, coordinated, articulated, system-wide and programmatic;

- wider use of media (professional journals, career education newsletters, radio and television) to explain career education principles to a broader audience of parents, professionals, business organizations, labor unions, and community groups;

- increased numbers of schools, beyond the model sites, willing to pilot-test curriculum materials, conduct in-service courses, and initiate career education activities and programs;

- increased numbers of staff members throughout the school system, representative of all school levels and disciplines, with knowledge and skills in career education concepts, activities and techniques (occupational clusters, values clarification, fusion of guidance and instruction, infusion, role playing, simulations, games); and

- more extensive data to prove that educational, vocational, personal and social gains accrue to students in terms of career awareness, career exploration and career preparation, as the result of an ongoing, sequential, developmental, articulated, and comprehensive career education program.

6.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's dissemination component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Have dissemination practices been designed to meet internal and external needs?		
b. Have practices been included which reach:		
i. all school levels?		
ii. a wide audience (parents, district staff, business, labor & the community)?		
c. Are liaison opportunities with local, state and national professional organizations included?		
d. Does the budget include funds for attendance at professional conferences and conventions?		
e. Have appropriate vehicles been selected and/or created to highlight noteworthy career education activities and programs (newsletters, broadcasts, articles)?		

	Yes	No
f. Does the dissemination process include opportunities for all who wish to contribute (articles by students in school newspapers, parent representatives in a speakers' bureau, paraprofessional membership on the demonstration committee)?		
g. Is there an ongoing exchange between project staff and model site staff vis-a-vis planning and implementing the dissemination process?		
h. Are evaluative methods used to determine the effectiveness of the dissemination process?		
i. Is adequate time provided for sharing and feedback?		

7. EVALUATION

7.1 GOALS

Evaluation allows a project to grow and change as it progresses. In order to be effective, evaluation should contain both commendations and recommendations. Data can be collected in a variety of ways: through testing of students, through questionnaires administered by staff at various schools, and through interviews with administrators. On-site observation of class lessons or other project activities indicates how well the project is meeting its goals. Project records show what is being planned and what is being executed.

Product evaluation represents a relatively problem-free means of establishing the product's format, whether or not it is being used (and to what extent), and whether or not it can be applied in other settings and with different populations. User feedback is a simple way of determining the value of a product.

As opposed to products, processes are more difficult to assess. In the final analysis, the merit of a process can only be determined upon completion of the project.

Evaluation may be either formative or summative. Formative evaluation aids the project in progress, to assure that it is meeting its goals. It allows program staff to modify what is not going well and to correct any errors. Formative evaluations may be conducted periodically by project staff. Summative evaluation is a type of evaluation which sums up and usually represents part of the final report on a project. Summative evaluations are usually undertaken by outside consultants, who may be more objective in evaluating program accomplishments.

This final section will cover the formative and summative evaluations of all aspects of a project -- evaluations which cover both products and processes.

7.2 IMPLEMENTATION STRATEGIES

For purposes of clarity, the discussion of strategies in this section will be organized according to the order in which topics have been presented throughout this manual: (1) site selection and development; (2) staff development and training; (3) curriculum planning; (4) guidance and support services; (5) community resources; and (6) dissemination.

7.2.1 Site Selection and Development

For evaluation purposes, a questionnaire should be administered to project center staff, as well as to evaluation team members. Questionnaire data gathered should be tallied, compared, analyzed, and presented in the form of a written report. (A sample questionnaire is presented on pages 107-108.)

Staff meetings should provide ample opportunities to react to the ongoing process and to share concerns, problems, and achievements. Project staff should keep daily logs; minutes should be kept for staff meetings; and monthly reports on development and implementation should detail progress being made.

All assessment and evaluative instruments, in the form of checklists, questionnaires, minutes, and monthly reports accumulated during the site selection/development process, should be turned over to the formative evaluation team for analysis and interpretation. As the project center receives feedback from the formative evaluation team, it is recommended that project center staff consider appropriate ways to modify, change, strengthen or maintain aspects of the site selection and development process.

7.2.2 Staff Development and Training

It was noted previously that an effective approach, known as values clarification, contributed significantly to the theoretical and philosophical framework of the New York City model program. It should be emphasized that the approach also provides a basis for the staff development/training component, by enabling participants to become more aware of and more sensitive to their own value systems. Since each staff training and development session should consist of some experiential activities (e.g., values-oriented games, simulations, exercises, role play), participants become more aware of the effects of their values on their own personal choices and decisions. By making the connection between "values" and "career choice" in their own lives, participants can be strengthened in their understanding of, skills in, and commitment to the translation of this process in terms of student needs and outcomes.

Evaluation of the effectiveness of this process with in-service training recruits may be measured in a variety of ways.

For example, Clifford E. Knapp, in Clarifying Values Through Subject Matter (authored by Harmin, Kirschenbaum

and Simon; Minneapolis: Winston Press, 1973), provided 15 strategies which can be used to clarify values through subject matter. With a minimum of creative modification, each of these strategies can be adapted to career education and can be modified to contain an evaluation component. Three adaptations are illustrated below.

VALUES SHEETS — A values sheet consists of a thought-provoking statement which is followed by a series of value-eliciting questions. Participants are asked to respond to such a statement at the end of a session or series of sessions. For example:

> "People like to make money. If more profit can be made by polluting the earth, people will pollute. If more profit can be made by replacing an old machine, it will be thrown away. Increased profit has been the main reason for our high standard of living in the United States. Everybody is for making the environment a better place, until it costs them more money. If pollution control causes a person to lost his job, or causes him any inconvenience, he is not for it. (taken from Clarifying Values ...)

Participants are asked to think about, write on, and discuss the above statement in small groups, and to share their results in a large group. The following are typical questions.

- Do you agree with the statement? Why?
- List five things you value more than money.
- What, if anything, happened during this session to help you respond to these questions more clearly, freely, openly?

VALUES VOTING — The in-service course leader can pose statements which prompt participants to take a stand on issues by raising their hands. The purpose of the voting is to direct the participants' attention to a problem which has received little attention to that point. Each statement has potential for stimulating discussions. This technique may include evaluative statements designed to measure the effectiveness of the session. The group leader should also vote. Examples of such statements include the following.

- Hard work is the key to success.
- American society is too materialistic.

- All honest work is equally prestigious.
- Career education activities are for all students.
- Career education includes both the affective and cognitive domains.
- Career education involves all grades.

RANK ORDERING — According to this technique, words or statements are placed on a blackboard. The participants are asked to rank them in order of preference. Rank ordering can stimulate discussion when participants are asked why they differ in order of preference. Comments can be included to evaluate a session or series of sessions. (Page 109 presents an illustration of this technique.)

OTHER INSTRUMENTS — Other instruments appropriate for values clarification purposes include the following:

- tests (both teacher-made and standardized) to assess acquisition of career education content (e.g., the 15 occupational clusters, career education elements and themes, occupational trends, resource materials);
- simulations (e.g., demonstration lessons by workshop participants to peers who participate as students on various grade levels -- lessons are expected to demonstrate the use of infusion and the fusion of guidance and instruction);
- ratings of workshop experiences, on a session-by-session basis, through open-ended statements (e.g. "In the session today, I learned ...");
- workshops evaluation forms (see page 110 for a sample);
- BOCES evaluation form, a creative form which combines cognitive and affective means of response;
- end-of-in-service training rating of sessions (in the New York City model program, the 30-hour workshop series and other workshops), which can be accomplished through:
  - autobiography ("How This Course Has Helped Me Grow Professionally");

- questionnaires (the reader is referred to the sample on page 110).

- data collection, analysis, and interpretation relative to:

  - number of participants (starting/finishing)
  - number of requests for credit (in-service, college credit, degree credit)
  - number of requests for repeat courses in the same school, same district, feeder schools
  - number of requests for advanced courses and/or courses in specialized areas (role playing, gaming).

7.2.3 Curriculum Planning

It is relatively easy to measure cognitive gain in career education. A teacher-made vocabulary test can show whether or not students have understood, or at least heard the lesson plan content. A true/false or a multiple-choice test will also give some indication of what has been learned.

On the other hand, measuring change in behavior is much more complex since, as mentioned previously, changes in behavior become evident only over a period of time. What has been learned affectively may in some cases be shown only years after the lesson was taught.

This is particularly true of career planning as a result of career education, since a decision may well occur long after the student has left school. Hypothetical situations, as in values clarification exercises, can only indicate where the participant is at the time; they have relatively little predictive value as to where he will be or what he will do ten years hence. However, if the same or a similar exercise is repeated over a period of time, changes in attitude may be observed. Such changes may be measured if students keep logs or engage in other forms of self-reporting.

Another measure of a career education curriculum is student attendance. It has been found that student attendance increased when the curriculum became more relevant to student needs and concerns. This is true of students of all grades, kindergarten through high school. Similarly, in the upper grades, dropping out decreased when the values of career education clarified the relevance of education to the student's life.

Of course, the number of after-school, weekend and summer jobs which students get and hold is the most important measure of a career education curriculum. Student benefits

from such employment will be enhanced when the teacher is able to make the experiences an integral part of the in-class curriculum.

With more self-awareness in the students' everyday decision-making processes, the general manner of coping with their daily living indicates whether the affective lesson content has made a difference. Observation of whether students know and avail themselves of all available options represents another way to measure the effectiveness of the career education curriculum.

Two sample tools for evaluation of curriculum are presented on pages 111 and 112.

7.2.4 Guidance and Support Services

Although the strategies for evaluation discussed earlier in this section have relevance here as well, some additional techniques or special uses for those already mentioned should be highlighted.

SURVEYS It is important that project center staff determine whether staff training for, as well as the implementation of, the model career education program made an impact on the role of the guidance counselor. At the first of a series of workshop sessions for guidance counselors, the survey form presented on page 114 might be administered. At the final session of the in-service course or workshop, the same form should be administered. A statistical analysis of the resulting data will indicate any significant differences, and may be reported as an evaluation device.

Surveys, using this design, may also measure other features of the program. For example, on a pre-test and post-test basis, the number and diversity of duties performed by cluster representatives could be studied. Other examples of this technique include analysis of resource materials available and special events held.

Finally, surveys may be used for evaluating the effectiveness of guidance/support services. For example, since establishment of a career guidance resource center, housing a mini career counseling center, is central to the guidance and support services component, efforts should be made to analyze the effectiveness of this program component. The project center should survey the school system being served to determine where such centers exist, the nature of the services performed, the resource materials available, and the

number and types of clients served. Since these data are quantifiable, a questionnaire method is recommended.

LOGS Throughout the training sessions for guidance counselors, participants should be invited and encouraged to keep logs. These "guidance activities logs" should be introduced as a way for the counselors to perform ongoing analysis of how they spend their time, and to modify and change daily allocations in accordance with the philosophy, objectives, skills, techniques, and behaviors learned in the model career education program. If all aspects of the staff development and training component for guidance and support services have been integrated into the career education model, daily logs should reflect increases in the percentage of time devoted to group work with students, as well as increased cooperation and joint endeavors with groups of teachers, parents, paraprofessionals, librarians and other support personnel.

Analysis and comparison of earlier logs with later ones can be utilized as an evaluative technique. For example, these logs might indicate that over a period of time, guidance counselors made greater use of values-oriented activities in individual and group sessions. Increased focus on occupational clusters in group guidance, or more emphasis on fusion of guidance and teaching activities, may also be reflected.

EVALUATION The evaluation process should begin as self-directed guidance workbooks for students (with accompanying guides for teachers and counselors) are made available by the project center. Starting with the pilot testing of career guidance manuals, ratings from students, teachers, counselors, and administrators should be gathered for a variety of factors. These factors include the quality of content, reading level, capacity to widen options, relevance to student needs, ability to stimulate interest, and assistance with the choice and decision-making process. The data obtained from pilot testing the guidance manual should be assessed and used to change, modify, strengthen and improve the final product to be used later by the larger student population. As the student population expands, the evaluation process should continue.

SPECIAL EVENTS Career guidance special events represent stimulating learning experiences for students. But they can have greater impact if they are an integral part of the career guidance program, with follow-up activities planned throughout the school year. Project center staff should establish a coordinating network for

notification of, and invitations to career days, career weeks, cluster weeks, and career fairs. A brief form should be devised which feeds back information concerning the special event and its follow-up activities (e.g., nature and purpose of event, flyers used, program for the event, number in attendance, type and results of evaluation used, follow-up events). These forms can become part of the evaluation process after they are analyzed.

7.2.5 Community Resources

An empirical means of testing how well the school has made use of community resources is to count the number of contacts which have been made, and are repeated, over a period of time. Another simple test would be an examination of teacher files to determine the number of potential speakers, their qualifications and effectiveness, the teacher has on file. The number of shadowing positions available to students, and the number of after-school positions which are the direct result of school-community cooperation also provide a measure. (As mentioned previously, evaluation forms should be given to both students and invited speakers to measure the quality of interaction.)

The questionnaire presented on page 115 was designed to "measure elementary school students' awareness of career education activities infused into the classroom curriculum." Actually the questionnaire could be used for both the evaluation of curriculum planning and use of community resources.

The parent survey form on pages 116-117 may also be used to survey other members of the community. It provides information on the extent of involvement in career education at home and in the school. It may also serve to stimulate greater participation where it does not exist prior to administration of the questionnaire.

7.2.6 Dissemination

It is recommended that many kinds of data be recorded, tallied, analyzed and interpreted. For example, when "flyers" concerning in-service courses are mailed to district offices and schools, the percentage of respondents who eventually become workshop participants should be determined.

In order to gain an evaluative overview of a variety of dissemination procedures, workshop participants might be given a checklist, at the first session, on which they indicate how they heard about the course (e.g., radio, television,

flyer, past workshop participant). Another technique might require individuals on the project center's mailing list to send back a tear-off card which requests continuation of the mailed items, as well as an evaluative comment concerning their quality.

By "brainstorming" possible avenues through which the career education model might be disseminated (newsletters, monthly reports, conferences, convention presentations, career fairs, grant proposals, radio/television broadcasts, articles submitted to professional journals, etc.), an extensive and comprehensive list can be generated.

A checklist can be developed which includes all of the brainstormed options for dissemination which, when responded to by the project center or model site staff in terms of the actual procedures in use, can become an evaluative instrument. For example, an evaluation can be made based on the number of dissemination procedures in regular use. If the checklist provides space for a listing of dissemination activities engaged in prior to the beginning of the model program, as well as those instituted after the program's inception, this comparison can form an evaluative statement.

The questionnaire developed by the evaluation team (discussed under the section on "Staff Development and Training") provides information about program participants in five general areas (background data; a brief knowledge test; information about the amount and kind of career activities engaged in by the participant; participant perceptions of the workshops and staff; participant expectations and recommendations for future program efforts). Such data can be utilized for dissemination through a career newsletter. Attaching a question based on this participant profile, to which readers are asked to respond, serves as a measure of the effectiveness of this dissemination process.

Figures should be kept, numerical comparisons made, and graphs and charts constructed, which evaluate the dissemination process by showing growth in:

- size of mailing lists
- total number of workshop participants
- number of career education programs and activities in operation
- number of presentations by participants to conventions (local, state and national)
- number of trained personnel throughout the school system

- amount of funds distributed to school upon request for resource materials
- inventories of tests and other resource materials available throughout the system.

7.3 EXPECTED OUTCOMES

The following outcomes represent projected accomplishments on the part of the formative evaluation team.

- identify assessment and evaluation instruments for career education (e.g., those developed by the Wisconsin K-12 Career Education Consortium), and encourage their use on an ongoing basis;
- cooperate with existing evaluation units in the school system, or outside it, to analyze data from the instruments administered (e.g., bureau of research and statistics in the school system's board of education or division of research and statistics in the state education department);
- utilize results obtained from the assessment and evaluation instruments to respond rapidly to needs for redirected program efforts during development, to meet deadlines, and to accomplish objectives;
- demonstrate and provide assistance for the use of assessment and evaluation instruments to model site personnel and participants in staff development and training programs, in order to obtain ongoing feedback concerning the quality and effectiveness of the career education program in terms of staff and student outcomes;
- encourage model sites to establish their own formative evaluation teams for the purpose of assessing and evaluating implementation of the model program on an ongoing basis; and
- prepare a specified number of reports, over a designated period, in order to provide feedback and disseminate information concerning the model on a regular basis.

The goals related to summative evaluation should be accomplished through a "third party" summative evaluation team. This summative team, from an independent source, should be given the tasks of gathering, interpreting, and publishing

data related to the project's overall effectiveness. A preliminary report and several year-end reports should be produced and used for dissemination purposes.

For additional assistance with the identification, development and utilization of assessment and evaluative instruments, the following sources are recommended:

Wisconsin Department of Public Instruction, A Kit of Assessment and Evaluation Instruments for Career Education, Madison, Wisconsin, 1974.

Davis, Dwight and Joe Borgen, Planning, Implementing and Evaluating Career Preparation Programs, Illinois Occupational Curriculum Project, Joliet: McKnight, 1974.

7.4 CHECKLIST

The checklist below offers questions which may be useful to those interested in replicating the program's evaluation component. The more "yes" answers applicable to the replicated version of the program, the nearer to the model program it becomes.

	Yes	No
a. Has a formative evaluation team been recruited?		
b. Has a summative evaluation team been recruited?		
c. Have sources been researched for the identification, development and selection of appropriate assessment and evalutive instruments?		
d. Has liaison been made with existing research and statistical units, both inside and outside the system?		
e. Have assessment and evaluative instruments been created and developed which meet the specific needs of the program?		
f. Have provisions been made to use evaluation results to make changes and modifications as the program develops and continues?		

	Yes	No
g. Are all components of the model being evaluated?		
h. Is the assessment and evaluation process consistent with the expected outcomes?		
i. Have provisions been made for the production of formal and informal evaluation reports?		
j. Has provision been made for dissemination of the evaluation results?		

SAMPLE SITE SELECTION/DEVELOPMENT QUESTIONNAIRE*

The statements which appear below attempt to measure the effectiveness of the site selection and development process with relation to the overall goals of the model career education program. Make a check under the column heading which best describes your response.

O = outstanding; G = good; F = fair; P = poor

	O	G	F	P
1. How effective was the survey conducted in locating sites with:				
a. receptive administrators?				
b. recruitable personnel for staff training?				
c. existing programs with career-oriented goals?				
d. potential for cooperation with business, labor, community organizations?				
2. To what degree were the eligibility criteria used in site selection?				
a. willingness and capability to offer a mix of career awareness, exploration, and preparation experiences based on the USOE occupational cluster model.				
b. evidence of ongoing feeding patterns from elementary schools through post-secondary institutions.				
3. How closely does the site selection process adhere to the model career education concepts of:				
a. grade approach (e.g., 3-phase operation spread over 3 years)?				
b. fully articulated design (e.g., kindergarten through college)?				
4. How would the characteristics of the model site development be rated in terms of?				
a. defining needs?				
b. setting goals and priorities?				
c. delineating duties and responsibilities?				
d. teamwork and staff cooperation (e.g., development of site team)?				
e. %age of staff participation in training programs?				

*To be administered to project staff and evaluation team members.

	O	G	F	P
f. administrative support?				
g. regularization of meetings and feedback opportunities?				
h. use of project center staff (e.g., to provide technical assistance and resource materials, liaison, facilitation)?				
i. initiation of system for utilization of guidance and support services?				
j. evidence of career education content in lesson plans (infusion approach, values, elements and themes, cluster-based)?				
k. beginning of dissemination process?				
l. beginning of evaluation process?				

COMMENTS: Use the space below to comment on and describe the ratings given above. Identify your comment by using the lettering and numbering used above. (For additional space, use the reverse side of this form.)

SAMPLES VALUES CLARIFICATION EXERCISE

IN RANK ORDERING

If you could get a job with some of the following characteristics, how would you rank them in order of priority? (1 = most like; 10 = least like)

____ self-respect	____ security
____ advancement	____ clean
____ opposite sex	____ working alone
____ near to home	____ being a leader
____ size of salary	____ creative work

If you could design an ideal in-service course, how would you rank the following attributes in order of priority?

____ obtaining information	____ listening to a lecture
____ engaging in small group	____ writing lesson plans
____ doing individual work	____ sharing ideas
____ doing experiential activities	____ adapting/modifying/changing activities to conform to developmental level of students

Rate this course so far (circle your rating) in accordance with your priorities as:

O outstanding
G good
F fair
P poor

How can this course be changed and improved to meet your needs?

_____

_____

_____

_____

_____

SAMPLE WORKSHOP EVALUATION INSTRUMENT*

1. What did you expect to get from this session (please list).

   a.

   b.

   c.

   d.

   e.

2. Which of the items listed above in 'a' through 'e' did you actually derive from this session?

3. What were the strengths of the session?

4. What were the weaknesses of the session?

5. What change, if any, will your attendance at this session make in your work?

COMMENTS

*Created by Eva Hoffmann, Assistant Director, Career Education Institute, Teachers College, Columbia University.

SAMPLE CURRICULUM EVALUATION INSTRUMENT

The following questionnaire was developed by the Madison (Wisconsin) Public School System. It was designed to "measure basic curriculum development competencies related to productive curriculum writing. It is especially useful in identifying in-service needs of any selected group of curriculum writers." (A Kit of Assessment & Evaluation Instruments for Career Education, Developed by the Wisconsin K-12 Career Education Consortium, 1974, pp. 33, 34.)

* * * * *

The following are some possible competencies that may be needed by persons involved in developing curriculum. Please add items of your own that you feel are important. Rate the importance of each competency on a 1,2,3 scale. (1 = not very important; 2 = moderately important; 3 = very important)

		1	2	3
1.	Experience in developing learning center materials.			
2.	Experience in using learning center materials in class.			
3.	Awareness of the resources available to curriculum developers.			
4.	Ability to identify basic concepts in the various curriculum areas.			
5.	Ability to relate basic skills learned in school to situations in the real world.			
6.	Skill in identifying student needs, interests, goals.			
7.	Capacity to develop learning activities appropriate for desired learning outcome.			
8.	Ability to identify appropriate activities for a particular age group.			
9.	Ability to write behavioral or performance objectives.			
10.	Ability to write valid evaluation items based on objectives.			
11.	Ability to re-evaluate developed materials after a try-out period.			
12.	Ability to work with other teachers in designing strategies for instituting curriculum change in the classroom.			
13.	_____			
14.	_____			

SAMPLE MATERIALS EVALUATION INSTRUMENT

The following basic skills materials evaluation form was also developed by the Madison Public School System. It was designed to provide "feedback on locally developed curriculum materials which integrate basic skills and career education." (A Kit of Assessment & Evaluation Instruments ..., pp. 47-49).

* * * * *

Please answer the following questions after reviewing the accompanying package of curriculum materials which integrate basic skills and career education. Your responses will help developers to create a package of higher quality and greater transportability.

Package Title _____ Date _____

Reviewer's Name _____ School _____

Grade _____ Approx No Students Using Material _____

INTEGRATION

	Yes	No
1. Would these activities fit into your classroom?	___	___
2. Would these activities integrate career education concepts with:		
basic skills of language arts?	___	___
basic skills of math?	___	___
3. Additional Comments:		

CONTENT

1. Are the concepts appropriate for children?	___	___
2. Would the activities change most children's attitudes?	___	___
knowledge?	___	___
skills?	___	___
3. Would these activities be helpful in teaching career education?	___	___
4. Do you think most children would enjoy using the materials?	___	___
5. Are there any activities that would not be interesting to the children? If yes, please explain.	___	___

_____

_____

	Yes	No
6. Was the material free from occupational stereotyping?	____	____
7. Additional comments:		

FORMAT

1. Are the directions clear for the teacher?	____	____
for the children?	____	____
2. Are the materials attractive?	____	____
3. Are the materials easy to use?	____	____
4. Could you make the materials from the directions given?	____	____
5. Additional comments:		

REVISIONS

1. Would you make changes in your use of the materials? If yes, please explain.	____	____
_____		
_____		
2. Did these materials suggest any new ideas or activities we could include? If yes, please explain.	____	____
_____		
_____		

GENERAL REACTIONS

1. Would you use these materials on more than one occasion?	____	____
2. Would you suggest the use of these materials to anyone else?	____	____
3. Do these materials compare favorably to other career education materials you have used?	____	____
4. Was the preparation that you have to do worth the effort?	____	____
5. Additional comments:		

SURVEY OF TIME ALLOCATED
TO APPROPRIATE GUIDANCE FUNCTIONS
BY COUNSELORS

Using what you consider to be a typical month, indicate next to each guidance function the percentage of time devoted to it by you (total = 100%). Please do not leave blanks. (For example, if you do not include a particular function in the performance of your duties, fill in "0%".)

%		%	
___	individual guidance & counseling	___	coordination
___	group work	___	recruitment
___	placement	___	recordkeeping
___	referral	___	resource service
___	follow-up	___	evaluation
___	testing	100%	TOTAL

SAMPLE QUESTIONNAIRE
FOR MEASURING STUDENT AWARENESS
OF CAREER EDUCATION ACTIVITIES IN CURRICULUM

About My Classroom*

Name _____ Grade _____

School _____ Date _____

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

1. In my class, we made things for displays about work or people at work. Yes No ?
2. In my class, mothers and fathers came to tell us what kinds of work they do. Yes No ?
3. In my class, we had other people visit with us to tell us about their work. Yes No ?
4. In my class, we went to visit with people at the place they work to hear about what they do. Yes No ?
5. In my class, there were tools or machines that we could work with or take apart or put together. Yes No ?
6. In my class, we watched movies or filmstrips about people at work. Yes No ?
7. In my class, we listened to stories or records or tapes about people at work. Yes No ?
8. In my class, we read stories about people at work. Yes No ?
9. In my class, we wrote stories about work. Yes No ?
10. In my class, we talked about the kinds of work people do. Yes No ?
11. In my class, we played games to learn about jobs and people at work. Yes No ?
12. In my class, we talked about how school will help us in our work after we get out of school. Yes No ?

*Madison (Wisc.) Public School System: A Kit of Assessment and Evaluation Instruments for Career Education, Wisconsin K-12 Career Education Consortium, 1974, p. 73.

SAMPLE PARENT SURVEY

Your child's school is conducting a survey of parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) _____

Child's School _____

Child's Sex _____ Child's Grade _____

Parents' Occupations _____

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

2. Have you discussed your child's interests, abilities, skills, and needs, and values to occupational opportunities?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities or requirements of those jobs?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

IF YOUR CHILD IS IN THE FOURTH GRADE OR ABOVE:

8. Have you talked with your child about how career choices may affect future life styles?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

IF YOUR CHILD IS IN THE SEVENTH GRADE OR ABOVE:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

   a. ___ yes, at least several times
   b. ___ yes, once or twice
   c. ___ no

THANK YOU FOR RESPONDING.

PLEASE RETURN THIS SURVEY WITH YOUR CHILD AT YOUR EARLIEST CONVENIENCE.

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